DOCUMENT RESUME

ED 411 388 AA 001 289

Resources in Education (RIE). Volume 33, Number 2.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 98
LANGUAGE- English
EDRS Price- MF03 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Bibliographies (131),Collected Works - Serials (022)
DESCRIPTORS- *Abstracts; Catalogs; Education; *Educational Resources; *Indexes; Resource Materials
IDENTIFIERS- *Resources in Education

Resources in Education (RIE) is a monthly abstract journal that announces (catalogs, indexes, abstracts) documents of interest to the educational community (including researchers, teachers, students, school board members, school administrators, counselors, parents, etc.). Each issue announces approximately 1,100 documents and provides indexes by Subject, Personal Author, Institution, Publication Type, and ERIC Clearinghouse Number. This special Computer Output Microfiche (COM) edition is prepared directly from the ERIC database prior to publication of the printed journal and therefore is lacking the cover and other regular introductory and advertising matter contained in the printed journal. The COM edition contains all five of the indexes in the printed edition. The first accession in each issue of RIE is the issue itself. In this way, the monthly microfiche collection for each issue is immediately preceded by a microfiche index to that collection. This practice began with the RIE issue for May 1979. (CRW/WTB)

ED 411 389 CE 074 153

Fein, David J.
The Ohio Transitions to Independence Demonstration. JOBS Assignments in Ohio: Patterns and Impacts.
SPONS. AGENCY- Ohio State Dept. of Human Services, Columbus.
PUB DATE- 94
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adult Basic Education; *Basic Skills; Community Programs; Comparative Analysis; Demonstration Programs; *Education Work Relationship; Educational Attainment; Employment Level; Employment Patterns; *Job Training; Models; *Outcomes of Education; Participation; Postsecondary Education; Program Effectiveness; Regression (Statistics); Statewide Planning; Transitional Programs; Vocational Adjustment; Welfare Recipients; Work Experience Programs
IDENTIFIERS- Impact Studies; Job Clubs; *Job Opportunities and Basic Skills Program; *Ohio; Welfare to Work Programs

A study examined the impacts of different education and training (E&T) assignments in Ohio's Job Opportunities and Basic Skills (JOBS) Training Program on the employment and earnings of Aid to Families with Dependent Children recipients who became mandatory JOBS clients in 1989 or 1990. Data on the JOBS assignments and earnings and employment of a random sample of 12,556 members of the JOBS evaluation's treatment group were obtained from Ohio's automated JOBS tracking and unemployment insurance systems. A comparison of the employment and earnings patterns of treatment group members who did and did not ever

DOCUMENT RESUME

ED 411 406 CE 074 685

Lasonen, Johanna, Ed.
The Challenges of the 21st Century for Vocational Education and Training. International Conference on Vocational Education and Training Proceedings (Helsinki, Finland, August 24-28, 1997).
PUB DATE- 97
NOTE- 458p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Adult Education; Adult Literacy; Business Education; Cooperative Education; Core Curriculum; Curriculum Development; Developing Nations; *Education Work Relationship; Educational Change; *Educational Needs; *Educational Practices; *Educational Trends; Employment Qualifications; Entrepreneurship; Environmental Education; Foreign Countries; Futures (of Society); Global Approach; Higher Education; Information Networks; Inservice Teacher Education; International Cooperation; International Educational Exchange; Job Training; Labor Market; Lifelong Learning; Literacy Education; Nursing Education; Partnerships in Education; School Business Relationship; Secondary Education; Standards; Teacher Educat Business Incubators
IDENTIFIERS- Business Incubators

The following are among the 52 papers included: "A Vision of Vocational Education and Training for the Approaching Millennium" (Mndebele); "Challenges for the 21st Century for Technical-Vocational Education and Training from Global, Regional and National Perspectives" (Basu); "A Customer-Oriented Approach for Curriculum Development in Vocational Education" (Chao); "Banking Education and Training in Hong Kong" (Ho); "Environmental Education for Sustainability" (Parkin, Lawrence); "Global Trends in the Workplace" (Farmer); "Intersectoral Approach to Literacy and VET (Vocational Education and Training)" (Washi); "New Designs for the Two-Year Institution of Higher Education" (Copa, Ammentorp, Jilk); "Restructuring Vocational Education and Training in Swaziland" (Mndebele); "Student Learning in Vocational Education" (Liljefelt); "Students' Motives for Making Study Choices with Increased Freedom in Constructing Their Study Programs" (Makinen, Vuorinen); "The Challenge for Vocational Education and Training in Hong Kong as Part of the 'One Country Two Systems' Philosophy" (Boardman); "The Challenges of the 21st Century for Vocational-Technical Education in Taiwan, Republic of China" (Wu); "Expert Learners Workshops Project" (Corrigan, Lee); "Link between Education and Training and Economic Growth" (Ashton, Sung, James); "Vocational Education and Training Projects in Developing Countries" (Herschbach); "Vocational Course/Program Evaluation" (Campbell); "Finding New Strategies for Post-16 Education to Promote Parity of Esteem between Vocational and General/Academic Education by Networking in Seven European Countries" (Lasonen); "Bildung through Vocational Education" (Volanen); "Joint Venture Partnerships between Vocational Education and Training, and Businesses" (Campbell); "Job Performance Aids" (Campbell); "The Challenge of Functional Foreign-Language Literacy" (Johnson); "Adult Learning in the Vocational Education Context"(Bellis); "Shaping the Work Life"(Heidegger); "Do Joint European Vocational Training Standards Stand a Chance?" (Sellin); "Implementation of National Standards for the International Labor Market" (Hull, Matthews); "International Networks as Resources for

DOCUMENT RESUME

ED 411 422 CE 074 738

Innovative Workforce Development Initiatives. Hearing on an Examination of Innovative Strategies Pertaining to Vocational Education, Adult Education, and Job Training, of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session (Randolph, Vermont).
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Adult Education; Educational Certificates; Educational Change; *Educational Innovation; Educational Legislation; *Federal Legislation; Federal Programs; Hearings; *Job Training; *Labor Force Development; Standards; State Programs; Statewide Planning; Student Certification; *Vocational Education
IDENTIFIERS- Congress 105th; Vermont

This congressional hearing examines vocational education, adult education, and job training initiatives in Vermont and the role of these programs in developing work force development legislation. Testimony includes statements from a U.S. Senator and individuals representing the following: Vermont Department of Employment and Training; Vermont State Colleges; Vermont Department of Social Welfare; Agency of Commercial and Community Development; Burlington Technical Center; Career and Lifelong Learning, Vermont Department of Education; Lyndon State College; Vermont Adult Education Board; Executive Team of Central Vermont Adult Basic Education; Welfare to Work Programs, Vermont Department of Social Welfare; Mahoney Hardware; Vermont Science and Education Center; Vermont Heating and Ventilating; Vermont Technical College; Champlain Initiative; Governor's Rehabilitation Advisory Council; School-to-Work, Randolph region; Rutland Economic Development Corporation, Rutland Regional Educational Alliance; School-to-Work, Upper Valley; River Bend Career and Technical Center; Bradford Area Workforce Investment Board; Northern New England Tradeswomen; and Northland Job Corps Center. Other statements are from students, apprentices, and instructors from the Northland Job Corps, Essex Technical Center, and Burlington Technical Center. (YLB)

ED 411 423 CE 074 739

Education and Employment Issues. Issue Area Plan for Fiscal Year 1997-99.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Childhood Education; Education Work Relationship; Educational Finance; Elementary Secondary Education; Federal Programs; Higher Education; *Job Skills; *Occupational Safety and Health; Program Evaluation; Program Improvement; State Programs
IDENTIFIERS- *General Accounting Office

This publication outlines the issues in the areas of education and employment that the General Accounting Office plans to investigate and the focus of the planned work for Fiscal Years 1997-99. The principal issues to be investigated are the

DOCUMENT RESUME

ED 411 440 CE 074 766

Bidwell, Sheri E.
Helping Students Connect Academics to the Workplace: An Implementation Guide for Student Worksite Learning Experiences. Occupational Competency Analysis Profile.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 137p.; For a related teacher guide, see CE 074 765.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Cooperative Education; *Cooperative Programs; *Education Work Relationship; Institutional Cooperation; Integrated Curriculum; Program Development; Program Implementation; *School Business Relationship; Secondary Education; *Work Experience Programs
IDENTIFIERS- Ohio

Ohio's Work SITE Learning Model is the product of a national demonstration project for the integration of academic and vocational learning, funded by the U.S. Department of Education. The model is made up of three components: the connecting component, the school-based learning component, and the work-based learning component. This implementation guide is designed to assist schools in developing and conducting effective student worksite learning experience (SWLE) programs. Suggestions made in the guide were developed from information gathered through a national literature review, searching for best practices in school-business partnerships and work-based student learning experience programs. The main part of the guide consists of a 19-step process for developing a SWLE program. The guide also contains a glossary, an outline of the benefits of a SWLE program, principles for successful school-business partnerships, recommendations for establishing a SWLE program, and 29 references. Ten appendixes, which make up half of the document, contain the following materials: individual academic observation plans, SWLE agreement; communications with parents; promotional materials; a worksite contact sheet; tools for students; student performance evaluation materials; program evaluation materials; recognition and appreciation materials, and excerpts from an OCAP (Occupational Competency Analysis Profile) for business administration and management. (KC)

ED 411 441 CE 074 767

Lanser, Michael A.
Determination of Effectiveness of Network Based Meeting Management Software on Participation in the Customer Focus Group Process at Lakeshore Technical College.
PUB DATE- 96
NOTE- 47p.; Doctor of Education Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Associate Degrees; Computer Oriented Programs; Educational Research; *Focus Groups; *Institutional Evaluation; Needs Assessment; Participation; *Program Effectiveness; Program Evaluation; *Research Methodology; Strategic Planning; Technical Education; Two Year Colleges
IDENTIFIERS- *Groupware; Lakeshore Technical College WI

DOCUMENT RESUME

ED 411 458 CE 074 795

Multilevel Classes.
SPONS. AGENCY- Massachusetts State Dept. of Education, Boston.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Classroom Techniques; Cooperative Learning; English (Second Language); Faculty Development; Grouping (Instructional Purposes); *Multigraded Classes; *Multilevel Classes (Second Language Instruction); *Teaching Methods

This issue contains 12 articles written by teachers who have investigated various aspects of the multilevel question in their own classrooms. "The Multilevel Question" (Lenore Balliro) provides an introduction. "Deconstructing the Great Wall of Print" (Richard Goldberg) investigates reading strategies that allow students with a wide range of reading abilities to work on similar material. "Multilevel Classes" (Lenore Balliro) offers 10 practical suggestions from classroom experience. "Putting the Pieces Together in a Multilevel Class" (Judy Waters) presents results from a quilt project in a multilevel class in English as a second language (ESL). "A Teacher Steps Aside in the Multilevel Classroom" (Emily Singer) recounts how a teacher turned a crisis situation into an opportunity for students to pull together as the teacher relinquished more authority in the classroom. "Learning to Cooperate/Cooperating to Learn" (Marta Mangan-Lev) examines why cooperative learning works in some ESL classes and presents obstacles in others. "Why Teach in Groups Instead of Individualized?" (Janet Stein) lists advantages of group work. "When the 'Tried and True' Doesn't Fit" (Cara Streck) considers when it is profitable to group students and when it is not. "A Baker's Dozen" (Joan Bruzzese, Nellie Dedmon) lists 13 reasons for individualized math classes. "What Does It Take?" (Martha Merson) focuses on ways in which learners may or may not take responsibility for getting their needs met in a multilevel class. "Not So Inexperienced After All" (Tom Lynch) and "Was It Worth It?" (Margaret McPartland) discuss experiences with staff development activities. Two columns answer teachers' questions about multilevel classes. (YLB)

ED 411 459 CE 074 799

Payne, Joan; Cheng, Yuan; Witherspoon, Sharon
Education and Training for 16-18 Year Olds in England and Wales. Individual Paths and National Trends.
PUB DATE- 96
NOTE- 148p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; *Career Choice; Decision Making; Educational Certificates; *Educational Trends; Employment Potential; Followup Studies; Foreign Countries; Job Skills; Job Training; *Labor Market; *Outcomes of Education; Postsecondary Education; Role of Education; Secondary Education; Student Certification; *Student Educational Objectives; Unemployment; *Vocational Education; Wages
IDENTIFIERS- England; Wales

DOCUMENT RESUME

ED 411 476 CE 074 848

Ballinger, Ronda; Gee, Mary Kay
The Instructional Guide for Abbott Skills Enhancement Classes. Revised Edition.
SPONS. AGENCY- Illinois Univ., Urbana. Dept. of General Engineering.
PUB DATE- 97
NOTE- 37p.; For related documents, see ED 402 464-468, ED 403 389-392, CE 074 843-846, and CE 074 851.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; *Basic Skills; Communication Skills; English (Second Language); Evaluation Methods; *Literacy Education; Mathematics Instruction; Problem Solving; Reading Instruction; Second Language Instruction; *Skill Development; *Student Evaluation; Teaching Guides; Teaching Methods; *Workplace Literacy; Writing Instruction

This guide, which integrates adult basic education (ABE) curriculum, job skills for Abbott Laboratories, and work-related foundation skills, is designed for an instructional program in the skill areas of reading, writing, oral communications, mathematics, and problem solving. In addition to creating a uniform process and product to promote consistency in classroom instruction, the guide provides the following: tips for effective instruction, matrixes showing the relationship of the Test of Adult Basic Education (TABE) skill levels to the skill groups in the Abbott classes; a learner needs questionnaire; information about assessment and a teacher checklist for authentic assessment; and charts of skill groups related to learning objectives in reading (on two levels--for learners whose reading level is within 0-6.90 and for learners whose reading level is within 7.0-10.9), writing, oral communications, mathematics, and problem solving. The guide also contains forms for recording instructional progress and teacher comments and recommendations, and information for teacher observation and staff development. (KC)

ED 411 477 CE 074 851

Clipsham, Ellen; Gee, Mary Kay
Workplace Teacher Orientation Manual.
SPONS. AGENCY- Illinois Univ., Urbana. Dept. of General Engineering.
PUB DATE- 97
NOTE- 17p.; For related documents, see ED 402 464-468, ED 403 389-392, CE 074 843-846, and CE 074 848.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Behavioral Objectives; Classroom Techniques; Lesson Plans; Literacy Education; Program Implementation; *Recordkeeping; *Records (Forms); Resources; Teaching Methods; *Workplace Literacy
IDENTIFIERS- *National Workplace Literacy Program

This guide contains information and forms for teachers to use in a workplace literacy class. The following are covered: (1) workplace learning objective reports; (2) lesson plans; (3) anecdotal records; (4) observations and visits; (5) end of

DOCUMENT RESUME

ED 411 496 CG 028 063

Goldman, Linda
Breaking the Silence: A Guide To Help Children with Complicated Grief--Suicide, Homicide, AIDS, Violence, and Abuse.
PUB DATE- 96
NOTE- 236p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Adolescents; Child Abuse; Childhood Needs; Children; *Coping; Elementary Secondary Education; *Grief; Homicide; *Intervention; *Parent Materials; Sadness; Suicide; Violence
IDENTIFIERS- *Loss

Many adults are uncomfortable addressing the complicated grief children experience. This guide features words and methods to help initiate discussion of these topics, as well as tools to help children understand and separate complicated grief into parts. The text is divided into four parts: complicated grief; breaking the silence; techniques; and resources. The nature of children's complicated grief is discussed in chapter 1, and includes a look at normal grief and its symptoms, complicated grief, categories that contribute to complicated grief, the meltdown process, and activities to help young children with complicated grief, such as the words adults should use. Chapter 2 opens part 2 on breaking the silence with a detailed look at suicide. Other chapters in part 2 deal with AIDS, homicide and other violent crimes, and abuse. Techniques are covered in part 3, which includes tips for handling complicate grief, techniques for saying goodbye when someone dies, and ways that educators can help. Part 4 comprises chapters 9 and 10, which feature national resources and materials and a bibliography that includes annotations on over 250 books dealing with topics ranging from nightmares to death. Includes an index. (RJM)

ED 411 497 CG 028 072

Kaplin, William A.; Lee, Barbara A.
A Legal Guide for Student Affairs Professionals.
PUB DATE- 97
NOTE- 642p.; Adopted from The Law of Higher Education, Third Edition, see ED 383 256.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- *College Administration; College Role; *Compliance (Legal); Court Litigation; Educational Legislation; Higher Education; *Legal Responsibility; *School Law; Student College Relationship; Student Personnel Services; *Student Personnel Workers
IDENTIFIERS- *Legal Information

Today's college campuses offer student affairs divisions a multitude of challenges. Ways in which student affairs professionals can develop the capacities they need to successfully meet a myriad of legal concerns are covered in this text. The book is divided into 12 chapters and covers approximately 200 topics. It organizes and conceptualizes the entire range of legal considerations pertinent to student affairs administration in all kinds of postsecondary

DOCUMENT RESUME

ED 411 517 CS 215 962

Boersma, Kelly; Dye, Therese; Hartmann, Elaine; Herbert, Lisa;
Walsh, Trisha
Improving Writing Skills through Student Self Assessment.
PUB DATE- 97
NOTE- 72p.; Master's Action Research Project, Saint Xavier
University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Elementary Education; *Self Evaluation
(Individuals); *Student Evaluation; Student Improvement;
Student Motivation; Writing Ability; Writing Achievement;
*Writing Improvement; *Writing Instruction; Writing Processes;
Writing Skills; Writing Strategies
IDENTIFIERS- Illinois; Process Approach (Writing); Student
Evaluation of Achievement

This paper describes a program implemented to improve student writing skills. Research data included teachers' observations and evaluations, student surveys, and student writing samples. Subjects were students in grades 1, 3, and 4 in 5 Illinois schools showing a need for writing improvement. Objectives were to increase writing abilities with these procedures: (1) daily oral language; (2) directed writing prompts; (3) creative writing implementation; and (4) writing workshop implementation, with self-evaluation by students in the latter two (rubrics were developed according to developmental abilities at the targeted grade levels). Results indicated that, overall, all children increased their writing abilities between September and January. Increases include an average of 15.6% for first graders and 23.8% for third and fourth graders. Findings suggest that first graders made a 15-20% increase due to chronological age, developmental ability, and prior knowledge and experience with the written language. Third and fourth graders made a greater increase in their writing abilities. It is recommended that teachers make students aware of good writing through focused questions and actual daily practice of editing skills, with both unstructured free writing and formalized structured writing used consistently throughout the year. Rewarding students through publishing or displaying work is also recommended, as well as the use of rubrics and one-to-one student and teacher conferences. (Contains 5 tables of data and 18 references; sample assessment forms.) (CR)

ED 411 518 CS 215 964

Cook, Allan
Borders, Zones, Transgression and Dissent: Negotiating Difference
in the Freshman Composition Class.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the
Conference on College Composition and Communication (48th,
Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays
(120),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- *Classroom Communication; Classroom Techniques;
College Freshmen; *Freshman Composition; Higher Education;
Instructional Effectiveness; Learning Strategies; Student
Development; *Teacher Student Relationship; Teaching Methods

DOCUMENT RESUME

ED 411 537 CS 215 999

Baker, M.; Block, C.; Borla, L.; Dietrich, G.; Hockett, M.; Holly, Thad
Editor in Chief, Level C-1: Grammar Disasters and Punctuation Faux Pas. Diskette.
PUB DATE- 97
NOTE- 0p.; For level A1, see CS 215 997; for level B1, see CS 215 998. For printed book versions of these materials, see ED 402 601-603.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- s" (Walter M. Brasch); and "Damon Runyon" (Guy Szuberla). (NKA)
DESCRIPTORS- Adults; Critical Thinking; *Editing; *Grammar; Higher Education; Independent Study; *Language Usage; *Punctuation; Secondary Education; Spelling; Writing Processes; *Writing Skills
IDENTIFIERS- Error Monitoring

Providing grade 8 to adult students with practice and reinforcement in editing for capitalization, grammar, spelling, vocabulary, usage, and content, this computer software program contains over 30 written accounts that have been sequenced from easier to more difficult. The program has 3 levels of play: beginning, intermediate, and advanced. At each level of the program, users must find all the grammar, punctuation, and usage errors in each story. At the intermediate and advanced levels of the program, users must also edit each story for content errors so that it agrees with its illustration and caption. To correct a story in the program, the user highlights an error and finds the rule that has been broken; after the user selects the correct rule, the computer automatically corrects the error. When all errors have been fixed, users of the program may play a reward game. The computer program emphasizes critical thinking in conjunction with learning and reinforcement of the rules of English usage, grammar, punctuation, capitalization, spelling, and vocabulary. (RS)

ED 411 538 CS 216 000

Bauman, M. Garrett
Ideas and Details: A Guide to College Writing. Third Edition.
PUB DATE- 98
NOTE- 454p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Essays; Higher Education; Internet; Language Usage; Student Needs; Student Research; *Student Writing Models; Word Processing; *Writing Improvement; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Idea Generation; Stylistics; Writers Block; Writing Thinking Relationship

The goal of this guidebook is to help writers activate their brains to stir up more and better ideas and details. The guide's thesis is that "good writing combines fresh ideas energized by vivid details." Chapters 1, 2, and 3 are devoted to providing thinking options for writers. Chapters 4 and 5 discuss options for paragraphing and organization. Chapter 6 discusses options for introductions, drafting, and overcoming

DOCUMENT RESUME

ED 411 557 CS 509 591

Keyton, Joann; Kea[illegible], Kelly Rae
College Students' Use of Affinity-Seeking Strategies in Attracting Romantic Others.
PUB DATE- 95
NOTE- 23p.; Paper presented at the Annual Meeting of the Speech Communication Association (81st, San Antonio, TX, November 18-21, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Communication Apprehension; Higher Education; Interpersonal Attraction; *Interpersonal Communication; Sex Differences
IDENTIFIERS- *Affinity Seeking Strategies; *Communication Behavior

College students participated in a survey to determine the effect of dyadic communication apprehension and environmental setting on their selection of affinity-seeking strategies in introductory interactions with potential romantic partners. No gender effect was found. The subscale structure of affinity-seeking was not replicated indicating that use of affinity-seeking strategies in this situation may differ from others. Regardless of level of apprehension, college students used affinity-seeking strategies which focus in generalized interaction norms that belie the interaction motive. However, affinity-seeking strategies which require action and self-presentation skills were not selected by high apprehensives. Environmental setting had no effect on the selection of affinity-seeking strategies. (Contains 13 references and 6 tables of data.) (Author/RS)

ED 411 558 CS 509 593

Gousie, Gene
Speaking with Confidence.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Training Conference of the National Head Start Association (24th, Boston, MA, May 25-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Audience Awareness; *Communication Skills; Discourse Modes; Individual Development; *Persuasive Discourse; *Public Speaking; Self Evaluation (Individuals); *Skill Development
IDENTIFIERS- Communication Competencies; *Communication Strategies; *Oral Presentations

This paper offers a summary of two aspects of effective speaking in public, whether it be with co-workers, supervisors, friends, or a group of little-known or unknown others. One aspect of public speaking is the level of sincerity, and the other is the level and variety of skills used. The paper first considers sincerity and then, it discusses the skill areas in depth. It lists the skill areas as: (1) tone of voice; (2) hand gestures; (3) eye contact; (4) on your feet; (5) pace; (6) enthusiasm/knowledge; (7) organization; (8) general and specific; (9) use of language; (10) listening; (11) connecting with the audience; and (12) nervousness. The paper gives suggestions for self-assessment and offers ideas for next

ED 411 577 EA 028 608

Uerling, Donald F.
Student Dress Codes.
PUB DATE- 97
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Compliance (Legal); *Constitutional Law; *Court Litigation; Discipline Policy; *Dress Codes; Elementary Secondary Education; Freedom of Speech; School Policy; State Legislation; *Student Rights; Student School Relationship

School officials see a need for regulations that prohibit disruptive and inappropriate forms of expression and attire; students see these regulations as unwanted restrictions on their freedom. This paper reviews court litigation involving constitutional limitations on school authority, dress and hair codes, state law constraints, and school uniforms. It concludes that school officials have authority to regulate student appearance; however, that authority must be exercised within the bounds of the Constitution and any pertinent state law. At some point, school officials can and should impose some restrictions on student appearance; the question is whether the regulation at issue is both legally sound and practical in application. Student dress codes are common but highly variable. Courts will support student dress and grooming code provisions that are necessary to maintain an educational environment that is free from substantial distractions and disruptions. Courts, however, will not support regulations of student appearance that reflect little more than officials' personal preferences. Regulations of hair style are more difficult to justify than regulations of attire. During recent years, however, hair codes have seldom been contested, while dress codes have often been at issue because of gang problems and inappropriate messages on clothing. Policies that regulate explicit forms of expression are more easily justified than those that regulate symbolic forms. Finally, regulations pertaining to student appearance should be sufficiently specific to provide notice to those subject to the regulations and guidance to administrators, yet be sufficiently general to allow for some administrative discretion. (Author/LMI)

ED 411 578 EA 028 609

Healey, F. Henry; DeStefano, Joseph
Education Reform Support: A Framework for Scaling Up School Reform. Policy Paper Series.
SPONS. AGENCY- Agency for International Development (IDCA), Washington, DC.
PUB DATE- 97
NOTE- 28p.; Paper presents findings at a joint seminar of the U.S. Agency for International Development (USAID) and Education Commission of the States (ECS) (October 21-22, 1996). Prepared under the auspices of the Advancing Basic Education and Literacy Project.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Developing Nations; *Educational Change; *Educational Development; Elementary Secondary Education;

DOCUMENT RESUME

ED 411 596 EA 028 639

WISE: Winning with Stronger Education. ACCESS Research Final Report and Executive Summary.
PUB DATE- 91
NOTE- 205p.; Contains some small, faint print that may not reproduce well in paper copy.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Cultural Awareness; *Cultural Interrelationships; *Cultural Pluralism; Education Work Relationship; *Majority Attitudes; Multicultural Education; *Public Opinion; *School Community Relationship; Social Integration; Teacher Attitudes
IDENTIFIERS- *Alaska (Anchorage); *Winning With Stronger Education Project

The Winning with Stronger Education Project (WISE) was designed to develop new ways of educating and training the multicultural population of Anchorage, Alaska. Data were obtained from several sources: a mail survey of 1,600 Anchorage residents (which procured a 62 response rate); personal interviews with 25 key Alaska business leaders; a telephone survey of 375 Anchorage businesses; focus-group sessions with Anchorage school district teachers; and qualitative research with hard-to-reach residents. Two-thirds of the residents who responded to the mailed survey said that they would be willing to spend more on education if they knew where the money was going. They said that the source of this revenue should come from reduced government spending and/or increased taxes. The qualitative research showed that hard-to-reach residents placed a high value on education; yet ethnic and racial minorities described problems due to racism and discrimination among students, teachers, administrators, and employers. Members of racial and ethnic minorities wanted accurate depictions of minorities in curricula, more Native American teachers, equal facilities, high expectations for all students, better access to education, education in basic life skills, and multicultural awareness programs. Data from the teacher-focus groups pointed to conflict between teachers and the bureaucracy. The foremost problem reported by teachers was insufficient or misallocated funding. Results of the telephone survey pointed to students' need for further job training. Appendices contain a list of research team members and methodological notes. The companion executive summary summarizes the results of each of the four research components of the WISE project: the mail-out Anchorage residential survey;the qualitative research with "hard-to-reach" residents; the Anchorage teachers' focus group research; and the telephone survey of Anchorage busnesses. Also included are a summary of the project background and an appendix listing the research team and consultants. (LMI)

ED 411 597 EA 028 641

Taylor, Kelley R.
Student-to-Student Sexual Harassment in Schools: Old Myths, New Realities.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Guides/Methods/Techniques (For Practitioners) - Non-

DOCUMENT RESUME

ED 411 615 EC 305 805

Schalock, Robert L.; Kiernan, William E.; McGaughey, Martha J.
User's Manual for State MR/DD Information Systems Related to Day and Employment Programs.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, DC.
PUB DATE- 92
NOTE- 76p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Data Collection; *Data Interpretation; *Database Design; Developmental Disabilities; *Disabilities; *Employment Services; *Information Utilization; Mental Retardation; National Surveys; Policy Formation; Program Development; Program Implementation; Social Agencies; Vocational Rehabilitation

Targeted to mental retardation/developmental disability (MR/DD) and vocational rehabilitation agencies, developmental disabilities councils, consumer and advocate groups, and protection and advocacy programs, this manual is designed to assist in the development of state-level data systems responsive to current accountability requirements. It also provides the basis for improved day and employment services for people with disabilities. The manual is organized around three critical issues facing MR/DD policy makers and program administrators. The first issue, data collection, focuses on critical data sets, data selection, and collection criteria, and data collection formats. The second issue, data utilization, discusses how data are used for policy development, program development, and program monitoring. The third issue, design and implementation, addresses potential solutions to barriers identified in a national MR/DD agency information system survey. The manual stresses two key themes: (1) an increasing need for accountability and responsiveness to contemporary issues in MR/DD services related to employment options, community integration and participation, choices and decision making, and transitioning to environments that are more interdependent, productive, and integrated; and (2) changing data system requirements brought about by the significant paradigm shift that is occurring in MR/DD services. (Contains 38 references.) (CR)

ED 411 616 EC 305 806

Butterworth, John; Hagner, David; Heikkinen, Bonnie; Faris, Sherill; DeMello, Shirley; McDonough, Kirsten
Whole Life Planning: A Guide for Organizers and Facilitators.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 93
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Decision Making; *Disabilities; *Education Work

DOCUMENT RESUME

ED 411 633 EC 305 823

Beirne-Smith, Mary; Smith, Cynthia Ruth Blocker
Collaborative Planning between General and Special Educators. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Elementary Secondary Education; *Inclusive Schools; *Learning Disabilities; Mainstreaming; Models; Questionnaires; *Regular and Special Education Relationship; Teacher Attitudes; *Teacher Collaboration; Teacher Expectations of Students; *Teacher Student Relationship; *Team Teaching

A study investigated the effectiveness of a structured, collaborative co-planning model. Participants were 28 general education and special education teachers, who participated in extant team or co-teaching arrangements in grades 4-12 general education classes. The model was designed to increase: (1) the number of instructional interventions generated and implemented by general and special education teachers for students with learning disabilities included in the general education classroom; (2) the on-task classroom behavior of students with learning disabilities; (3) the number of positive interactions between general and special educators and their students with learning disabilities; (4) the number of positive interactions among students with disabilities and their peers; and (5) the general and special education teachers' perceptions of positive academic achievements of students with learning disabilities. Although data analysis from the study is ongoing, initial results suggest major implications for local education agencies' personnel in the planning and implementation of inclusive school or collaborative programs in which general and special educators team or co-teach. Student outcomes were not statistically significant. However, an analysis of preliminary results of transcripts from teachers' exit interviews indicates that teachers who used the collaborative co-planning form reported that it facilitated their instructional planning. An appendix includes survey instruments. (Author/CR)

ED 411 634 EC 305 824

McMillen, Janey Sturtz; Simeonsson, Rune J.
Examining Child Care Providers' Attitudes toward Children Who Have Been Exposed to Substances and Their Families. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Caregivers; Chronic Illness; *Day Care Centers; Downs Syndrome; Knowledge Base for Teaching; *Predictor Variables; *Prenatal Drug Exposure; Preschool Children; Preschool Education; Preschool Teachers; *Professional Training; *Social Attitudes; Surveys

DOCUMENT RESUME

ED 411 651 EC 305 843

Sherrill, Claudine
Adapted Physical Activity, Recreation and Sport: Crossdisciplinary and Lifespan. Fifth Edition.
PUB DATE- 98
NOTE- 706p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Adapted Physical Education; Advocacy; Aquatic Sports; *Athletics; *Curriculum Design; Dance; Dance Therapy; *Disabilities; Early Childhood Education; Elementary Secondary Education; Evaluation Methods; Higher Education; Human Posture; Inclusive Schools; Individualized Education Programs; Laws; Motor Reactions; Parent School Relationship; Physical Fitness; Psychomotor Skills; Self Concept; Student Evaluation; Teaching Methods

This textbook is designed for both undergraduate and graduate students who aspire to meet the individual needs of children with disabilities in physical education, recreation, sport, fitness, or rehabilitation settings. The goal is to prepare professionals to meet the personnel standards established by the National Consortium of Physical and Recreation for Individuals with Disabilities. Part 1, "Foundations," focuses first on adapted physical activity, individual differences, and home-school-community teamwork. It then addresses the topics of advocacy; philosophy, planning, and curriculum design; assessing, prescribing, and writing the Individualized Education Program; and teaching, evaluating and consulting. Part 2, "Assessment and Pedagogy for Specific Goals," discusses ten goals of adapted physical activity, including self-concept, inclusion and social competence, sensorimotor integration, motor performance, perceptual-motor learning, fitness, postures and appearance, play and game competence, adapted dance and dance therapy, and adapted aquatics. Part 3, "Individual Differences, with Emphasis on Sport," addresses the needs of infants, toddlers and early childhood, followed by chapters on different disabilities. Sport terminology from the worldwide Paralympic movement is used to designate disabilities and sport classifications are described. Appendices include definitions and relevant resources. (Each chapter includes references.) (CR)

ED 411 652 EC 305 844

Sorrell, Adrian L.
Williams Syndrome: A Family's Journey.
PUB DATE- 96
NOTE- 23p.; Paper presented at the Annual International Conference on Mental Retardation and Developmental Disabilities (5th, Austin, TX, October 11, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Disability Identification; Elementary Secondary Education; *Etiology; *Interpersonal Competence; *Mental Retardation; Peer Relationship; *Student Characteristics; Student Placement; Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities); Testing

ED 411 670 FL 024 628

Renner, Christopher E.
Women are "Busy, Tall, and Beautiful": Looking at Sexism in EFL Materials.
PUB DATE- 97
NOTE- 15p.; Paper presented at the National Seminar "Mind the Language" (21st, Rome, Italy, November 15-16, 1996) and at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Cultural Education; *English (Second Language); Foreign Countries; *Instructional Materials; *Media Selection; Second Language Instruction; Sex Bias; *Sex Stereotypes; *Sexism in Language; Sociocultural Patterns; *Textbook Evaluation
IDENTIFIERS- *Lexical Collocation

Examination of textbooks for teaching English as a foreign language (EFL) reveals a hidden agenda in many: globalization of a Western-styled consumer culture. Despite attempts to make textbooks more culturally inclusive, they still reflect ethnocentrism and conformity. Both sexism and heterocentrism are overt. Concurrently, among native English speakers, postmodern, feminist, and multiculturalist theories are joining to revise how we view and speak about the world: for example, generic masculine pronouns (he, his) are now commonly viewed as masculine, not neutral. It is important to eliminate sexism in the language class. A classroom experiment illustrates how gender differences affect the learning process. Students were divided into small single-gender groups to summarize an article they had read. The female groups quickly organized themselves for discussion and stayed on task, while most male groups functioned only minimally on task. Research also shows other gender differences in classroom interaction. To change sexist patterns of classroom interaction, language teachers can: ask more open-ended questions to females; allow more time for response; use exercises that develop active listening skills, productive/non-confrontational communication skills, and facilitative questioning; and promote student awareness of sexism in textbooks. Eighteen classroom activities are appended. Contains 20 references. (MSE)

ED 411 671 FL 024 699

LeLoup, Jean W.; Ponterio, Robert
Choosing and Using Materials for a "Net" Gain in Foreign Language Learning and Instruction.
PUB DATE- 96
NOTE- 10p.; In: New York State Association of Foreign Language Teachers Annual Meeting Series, No. 13, "Reaching Out to the Communities We Serve." Best copy available.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Instructional Effectiveness; *Instructional Materials; Internet; *Media Selection; *Online Searching; Second Language Instruction; *Second Languages; *World Wide Web

ED 411 690 FL 024 787

Schweers, C. William
Resources and Ideas for Working with Gay/Lesbian Themes in the ESL Classroom.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Class Activities; Classroom Techniques; *Controversial Issues (Course Content); Course Content; *English (Second Language); Films; Health Promotion; *Homophobia; *Homosexuality; Information Sources; Instructional Materials; Second Language Instruction; *Self Concept; Sexuality; Stereotypes; Suicide

It is proposed that in an effort to promote awareness, positive self-concept, and healthy attitudes, and to reduce stereotyping, sexual identity issues should be incorporated into English-as-a-Second-Language (ESL) teaching. Open discussion of gay, lesbian, bisexual, and transsexual issues may help to reduce the isolation of lesbians and gays, demystify their situation, and change the attitudes of others toward them, and not coincidentally, reduce the suicide rate among this significant minority. A thematic approach is recommended alongside the communicative approach to language teaching. Activities that could be incorporated into this framework are described, including conversational activities (word association, discussion of students' points of view, role-playing, discussion of radio and television programs on the topic, and conversations with gays and lesbians), relevant readings (list included) as a basis for class activities (conversation, vocabulary development, writing, grammar review) and reading practice, films on homosexuality and Acquired Immune Deficiency Syndrome, and writing exercises. Contains 16 references. (MSE)

ED 411 691 FL 024 788

Banya, Kingsley; Cheng, Maria H.
Beliefs About Foreign Language Learning--A Study of Beliefs of Teachers' and Students' Cross Cultural Settings.
PUB DATE- 97
NOTE- 35p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Anxiety; Beliefs; College Faculty; Communication Apprehension; Comparative Analysis; *Cultural Context; Cultural Differences; *English (Second Language); Foreign Countries; French; German; Higher Education; *Language Attitudes; *Language Teachers; Learning Motivation; Learning Strategies; Second Language Learning; Sex Differences; Spanish; *Student Attitudes; Surveys; *Teacher Attitudes
IDENTIFIERS- *Chinese People; Taiwan

This study investigated: (1) the causes and effects of Chinese

ED 411 710 FL 801 186

Burns, Anne, Ed.; Hood, Susan, Ed.
Teachers' Voices 2: Teaching Disparate Learner Groups.
PUB DATE- 97
NOTE- 167p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Adult Education; *Classroom Environment; Classroom Research; Classroom Techniques; Cooperation; Dialogs (Language); *English (Second Language); Foreign Countries; Grammar; Grouping (Instructional Purposes); *Heterogeneous Grouping; Individual Differences; *Instructional Design; Instructional Materials; Instructional Program Divisions; Language Role; Language Usage; *Literacy Education; Material Development; Research Projects; Research Skills; Second Language Instruction; *Student Attitudes; Teaching Methods; Writing Instruction

The collection of papers was written by teacher researchers from an adult migrant English program, and consists of reports and discussions of action research on teaching heterogeneous learner groups. Papers include: "Disparate Groups: Exploring Diversity in Practice through Collaborative Action Research" (Anne Burns, Susan Hood); "A Profile of Group Diversity" (Marie Muldoon); "Individual Differences Between Two Language Learners" (Susanne Air); "Social and Cultural Difference in the Classroom" (Pam McPherson); "How Do You Feel About This Class?" (Sue Whitham); "What Do Students Think About Group Work?" (Lucy Valeri); "Incorporating Students' Views Into the Planning Process" (Kaye Grayson); "'Ah...Writing...It's OK Now': Perceptions of Literacy Learning" (Meg Quinn); "Taking a Whole Group Approach" (Sue Shaw); "Grouping for Levels" (Patricia Prescott); "At Home in the Workplace" (Judy Goodman); "Groups for Grammar Support (1)" (Penny Brooksbank, Helen Carroll); "Groups for Grammar Support (2)" (Carmen Hannon); "Customizing Worksheets and Activities" (Vicky Hambling); "Collegiate Reflections on Methodology" (Lorraine Hatcher-Friel); "Dialogues as a Starting Point" (Helen Hanrahan); "Teaching Writing in a Disparate Learner Group" (Margaret Clarkson); "Making the Most of Support Resources" (Helen Mulvaney); "Using English Outside the Classroom" (Janette Kohn); "Strategies for Non-Language Outcomes" (Lenn de Leon); "Developing Independent Learning" (Anne Fowler); "Memorised Chunks as a Strategy Used by Adult Learners" (Minh Duc Thai); "Changes in Practice: Steps in Action Research" (Linda Ross); "Finding Common Goals" (Chris Pierson); "Action Research as Professional Development" (Jane Hamilton); and "Supporting the Action Research Process" (Jo Eady). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 711 FL 801 187

Burns, Anne, Ed.; Hood, Susan, Ed.
Teachers' Voices: Exploring Course Design in a Changing Curriculum.
PUB DATE- 95
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

ED 411 731 HE 030 450

Krallman, Denise; Holcomb, Todd
First-Year Student Expectations: Pre- and Post-Orientation.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the Association of Institutional Research (Buena Vista, FL, May 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Bound Students; College Freshmen; Difficulty Level; *Educational Attitudes; Expectation; Higher Education; Peer Relationship; *School Orientation; *Social Attitudes; Student Adjustment; Student Attitudes; Teacher Student Relationship; Universities
IDENTIFIERS- Miami University OH

This study sought to identify the academic, personal, and social expectations of incoming college freshmen and examine the effects of orientation programming on modifying unrealistic expectations held by some students. A total of 201 paid-deposit incoming freshmen at Miami University in Oxford, Ohio, completed a 30-item survey questionnaire mailed to them in May, while 108 different freshmen at Miami completed the same survey after the freshman orientation program. The study found that many pre-orientation respondents had unrealistic academic, personal, and social expectations concerning their future college experience. This was especially true in such areas as expected grades, course difficulty, course content, need for outside help, self-discipline, and relationships with fellow students. Students surveyed after the orientation program tended to have more realistic expectations in many, but not all, areas. A copy of the questionnaire items and three-way analysis of variance results (ANOVA) are appended. (MDM)

ED 411 732 HE 030 451

Lavelle, Ellen
A Taxonomy of College Writing Styles.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classification; *College Instruction; College Students; Higher Education; *Student Writing Models; Teacher Attitudes; *Writing Evaluation; Writing Improvement; Writing Instruction

This paper advances a taxonomy of college writing styles based on a broad spectrum of writing research. The taxonomy focuses on the constructs of deep and surface writing and the role of selfhood in affecting writing strategies and outcomes. It compares constructs such as reflective versus reproductive, hierarchical versus linear, active versus passive, and autonomous versus rule-bound. The model is comprehensive because it explains both deep and surface orientations as reflective of the interrelationships of writing beliefs, writing strategies, and the written product. It also notes how teachers' beliefs about the nature and complexity of composition affect their own behavior which, in turn, influences student performance. The paper suggests that

DOCUMENT RESUME

ED 411 750   HE 030 525

Galura, Joseph, Ed.; Meiland, Rachel, Ed.; Ross, Randy, Ed.; Callan, Mary Jo, Ed.; Smith, Rick, Ed.

Praxis II. Service-Learning Resources for University Students, Staff and Faculty.

SPONS. AGENCY- Commission on National and Community Service, Washington, DC.; Kellogg Foundation, Battle Creek, MI.

PUB DATE- 93

NOTE- 438p.; For Praxis I, see ED 410 908; for Praxis III, see HE 030 526.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- After School Education; Cross Cultural Training; Drug Addiction; Experiential Learning; *Field Experience Programs; Higher Education; Juvenile Justice; Literacy Education; Migrant Children; Migrant Programs; Migrant Workers; Noncredit Courses; Practicum Supervision; Practicums; *Professional Training; *Service Learning; *Sociology; *Student Volunteers; Tutoring

IDENTIFIERS- *University of Michigan Ann Arbor

This book gathers the comments of 27 contributors who are organizers, coordinators, participants, students and staff on a University of Michigan sociology praxis course, which combines community service with seminar-related opportunities for reflection, relevant readings, discussion questions and activities, journal assignments and meaningful, integrative papers. Part 1 is an introduction to the praxis concept. Part 2 covers guiding principles for establishing and coordinating service-learning in five chapters: "Key Elements in Establishing a Service-Learning Program" (Margaret Elias); "Advocating for Community Service Learning at the University of Michigan" (Jeffrey Howard); "A Journal Workshop for Coordinators" (Joan Scott); "Using Initiative Activities To Build Community within a Service-Learning Class" (Janet Wylie); and "Promoting Service-Learning on Campus" (Jeanne Gray). Part 3, by Joe Galura, is intended for the coordinators of chemical dependency and criminal justice service-learning projects, giving focus questions, discussion activities, coordinator comments, and suggested journal questions for the seminar portion of the course. Part 4 reports nine service-learning projects affiliated with the course in the following chapters: "Student Involvement at the Washtenaw County Jail" (Randy Ross, Jenny Kellman); "Prison Literacy" (Jeanne Gray, Scott Dent); "Only Be Strong and Courageous" (Rick Smith); "A Handbook for Juvenile Justice Volunteers" (Amy Rotberg, Tracy Kollin); "Growing Tree" (Jeanne Gray); "Alcohol Prevention and Intervention in Elementary Classrooms" (Mary Jo Callan); "An After-School Tutoring Project" (Joan Scott, Carmen Wells); "SALSA" Socially Active Latino Student Association (Esmerelda Caldena et al.); "The Migrant Labor Project" (Amy Holmes). Part 5 contains three reports on programs not affiliated with the course: "Project SERVE" (Anita Bohn, Claudette Rowley); "Bursley Community Volunteers" (Chellie Ferczok); and "SERVEwork" (Craig Regester). Part 6 contains three chapters of reflection looking back on the experience including "Reflectors Anonymous," "Oz Plus Five" (Michelle Blankenship et al.); and "An Insider's Round Table" (Anita Bohn et al.). (Contains 92 references.) (BF)

ED 411 751   HE 030 526

ED 411 766 HE 030 541

Insights on the Higher Education-Economy Relationship: Interviews with the Stakeholders. Higher Education and the Economy of the West. Working Paper #4.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 92
NOTE- 26p.; For other working papers, see HE 030 538-542. For final report, see HE 030 537.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Accountability; *Change Strategies; College School Cooperation; *Cooperation; Curriculum Development; Economic Impact; Education Work Relationship; *Educational Change; Educational Environment; Educational Planning; Elementary Secondary Education; Evaluation Criteria; Faculty Development; Futures (of Society); *Higher Education; Institutional Cooperation; *Integrated Services; *Partnerships in Education; Public Education; State Programs; Statewide Planning; Technology
IDENTIFIERS- Internationalism; United States (West)

This paper, one of a series from the Western Interstate Commission for Higher Education's (WICHE) project "Higher Education and the Economy of the West," presents a summary of interviews, conducted by the WICHE staff during the fall and winter of 1991-92 with 22 "Frontier Thinkers." Issues discussed included planning for the future, responding to the public, serving a new clientele, effective collaboration, and curriculum reform. In addressing higher education's future in the global marketplace, interviewees noted the importance of understanding the connection between a single system of education and the economy, the need to change the culture of higher education, suggested the use of planning as a catalyst, and discussed the role of the states. Accountability was seen as the best way for higher education to demonstrate responsiveness to its public, but a role was also seen for governing boards in this area. Almost all the respondents referred to the need for a commitment to collaboration; most frequently mentioned were partnerships that link higher education with elementary and secondary education. Other issues mentioned were more effective use of technology as the means to serve a new clientele, revision of undergraduate curricula, a focus on internationalism; and changing the faculty rewards structure to encourage behaviors to revise and modernize the curriculum. Appended is a roster of Frontier Thinkers. (CH)

ED 411 767 HE 030 542

Joined or Unconnected? A Look at State Economic Development and Higher Education Plans. Higher Education and the Economy of the West. Working Paper #5.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 92
NOTE- 78p.; For other working papers, see HE 030 538-541. For final report, see HE 030 537.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Career Planning; Curriculum Development; *Economic Development; Economic Impact; *Education Work Relationship; *Educational Development; Educational

ED 411 785 IR 056 453

Mack, Linda
Maximizing Student Assistants' Contributions to the Library System: Student Workers Use Slow Times To Make a Small Branch Music Library Possible.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Libraries; *Branch Libraries; Cataloging; Higher Education; Job Satisfaction; Library Catalogs; Library Planning; Library Role; *Library Technical Processes; *Music; Online Catalogs; Public Libraries; Resource Materials
IDENTIFIERS- Andrews University MI; Data Management; Gifts; *Music Libraries; Special Collections (Library); *Student Assistants

The Music Materials Center (MMC) of the James White Library at Andrews University (Berrien Springs, Michigan) is organized to assist in such projects as: participating in the cataloging work flow, evaluating and processing gifts, creating and maintaining specialized lists, ordering new materials, updating printed reference sources, OPAC music authority cleanup and record enhancement, research assistant tasks for the music librarian, non-music data entry in OPAC, and others. Student assistants are assigned to increasingly complex tasks commensurate with their experience with music and data management. Working with the library system as a whole decreases the isolation of the branch library staff. Utilizing the assistants' time efficiently justifies a higher wage; this and the expanded responsibilities given the student assistants has resulted in increased job satisfaction and loyalty to the library system. Other information includes: music materials, services and statistics; staff profiles; a job description of the music librarian; supervisory and evaluation information; MMC staff contributions; floor plan; and examples of a training document and department policies and procedures. (Contains 17 references.) (Author/AEF)

ED 411 786 IR 056 465

Cohen, Arlene, Ed.
PIALA '96. Jaketo Jaketak Kobban Alele Eo--Identifying, Using and Sharing Local Resources. Proceedings of the Annual Pacific Islands Association of Libraries and Archives Conference (6th, Majuro, Marshall Islands, November 5-8, 1996).
PUB DATE- 97
NOTE- 124p.; For 1994 proceedings, see ED 389 331.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Information; Foreign Countries; Health Education; Information Sources; Library Collections; *Library Development; Library Services; Public Libraries; Story Telling
IDENTIFIERS- Health Information; *Marshall Islands; *Pacific Islands

This 1996 PIALA conference explores ways to identify and make available local resources on the Marshall Islands. The traditional Marshallese word, "Alele," which means "the basket which holds the tools, treasures and resources needed for everyday life," is also the name of Majuro's public library,

DOCUMENT RESUME

ED 411 805 IR 056 632

Worlock, David R.
Rights of Access in the Information Society: Europe's Quandary Over the Exploitation of Public Sector Data.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Business; Case Studies; *Copyrights; *Electronic Publishing; Foreign Countries; Government Publications; *Guidelines; Information Dissemination; *Information Policy; Information Seeking; Information Sources; Information Utilization; Intellectual Freedom; Internet; Privacy; Users (Information)
IDENTIFIERS- *Europe; Historical Background

This paper reviews 10 years of debate in Europe on commercial rights of access to government information, starting with the United Kingdom's innovative Government Tradable Information Guidelines of 1996 and ending with the European Commission's Draft Green Paper on Rights of Access in 1996. United States market development and commercial rights of access are compared to the European situation, and the needs of the European information industry in this regard are reviewed in detail. The paper looks at access to legal and business information as critical case studies, citing access to the United Kingdom VAT Register as a recent case study. The decline in government copyrights and the increase in public domain data released onto the Internet is contrasted with the growing tendency to create new information monopolies through privatization and deregulation. The 19 key principles developed by the European Information Industry Association (EIIA) for adoption as industry guidelines are appended. (Author/SWC)

ED 411 806 IR 056 633

Wirzenried, Arthur
Information Managers/Librarians in the Year 2006: Prophets, Princes or Poohbahs?
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Database Management Systems; *Delphi Technique; Foreign Countries; *Futures (of Society); *Information Management; Information Retrieval; *Information Scientists; Internet; Online Systems; *Technological Advancement; User Needs (Information)

This paper reports on an unfinished Delphi investigation of information management futures. Too often the personal aspect of information provision is overlooked in the light of the

DOCUMENT RESUME

ED 411 823 IR 056 650

Inbar, David
Final Product Strategies in Purchasing and Their Impact on the Information Needs of the Organisation.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Foreign Countries; *Information Industry; Information Management; Information Systems; Internet; Online Systems; *Online Vendors; Organizational Objectives; Organizations (Groups); *Purchasing; *Strategic Planning; Supply and Demand; Technological Advancement; World Wide Web
IDENTIFIERS- Electronic Commerce

Purchasing contributes significantly to an organization and to its business strategy only if its activities and contracts with suppliers are guided by support criteria for the final products that the organization sells. Outlined in this paper are four innovative purchasing strategies: capitation contracts; product life cycle cost contracts; affordability; and supply chain management. All these strategies are focused on the final products of the organization and are top-down approaches as they derive their goals and contracts from the organization's end markets. The strategies have unique information requirements that are very different in quality and characteristics from the needs of traditional purchasing systems; the information requirements are in some cases part of the advantages of the new strategies and in others problems with regards to implementation. Understanding the information requirements of the new purchasing strategies is a must for customers and suppliers alike. Information will be a resource as well as an entry barrier for suppliers. Suppliers that cannot invest in information or sophisticated information systems will not survive in this modern market. The purchasing strategies also have impact on information centers and libraries. Of particular importance is the emergence of electronic distribution which has profound effects on the supply chain of information. (Author/AEF)

ED 411 824 IR 056 651

Inlenfeldt, Wolf-D.
Chemical Structure Search on the World Wide Web.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Chemistry; Foreign Countries; *Information Retrieval; Information Sources; *Online Searching; *Reference Materials; Search Strategies; User Needs

receive E&T assignments failed to uncover any statistically significant impacts of JOBS program participation for either the ever-assigned or never-assigned client groups. A comparison of outcomes of different types of E&T activity established that assignments to job clubs, postsecondary education, and job readiness training activities were generally associated with positive impacts, whereas assignments to basic education were associated with lower-than-expected earnings. Assignments to community work experience had no statistically significant effects on earnings. (Fourteen exhibits are included. Appended is the impact estimation method used to estimate program outcomes.) Contains 17 references. (MN)

ED 411 390 CE 074 363

Hamilton, Mary Agnes; Hamilton, Stephen F.
Learning Well at Work: Choices for Quality.
SPONS. AGENCY- Mott (C.S.) Foundation, Flint, MI.; Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 97
NOTE- 99p.; Support also provided by the G. Clifford and Florence B. Decker Foundation.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Education; *Apprenticeships; Career Development; Demonstration Programs; *Education Work Relationship; Educational Improvement; Entry Workers; High Schools; Integrated Curriculum; Job Skills; Mentors; Program Development; *Program Implementation; *School Business Relationship; Teacher Role; Vocational Education; *Work Experience Programs; Workplace Literacy

Drawn from the experiences of the Cornell Youth and Work Program, a 4-year demonstration project that adapted elements of European apprenticeship in the United States and emphasized opportunities for youth to learn at work, this guide is written for people in workplaces and schools who plan, direct, or evaluate work-based learning opportunities for youth. Following an introduction that describes the demonstration projects, types of work-based learning, and the principles derived from the project, the guide contains seven sections. The sections cover the following topics: (1) technical competence (getting started, designing a multiyear program); (2) breadth (why teach all aspects of the industry, why rotate, why support projects and complex activities, what makes a good project); (3) personal and social competence; (4) expectations and feedback; (5) teaching roles (coordinating, managing, coaching, mentoring in work-based learning programs); (6) academic achievement; and (7) career paths after high school. A concluding section suggests next steps for restructuring schools and workplaces, forming partnerships, and building a school-to-work system. An appendix contains statistics and samples from the demonstration project. (KC)

ED 411 391 CE 074 398

Yamaguchi, Makoto
Sharing a Common Future. Report from Japan.
PUB DATE- 97
NOTE- 84p.; Papers presented at the International Conference on Adult Education (5th, Hamburg, Germany, July 14-18, 1997). Some pages contain light, broken type.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

Vocational Education and Training" (Dunham); "Network-Based Flexible Learning" (Majumdar, Das); "The Need for Strategic Alliances-Networks in VET" (Hollanders); "A Comparison of Occupational Programs in the Comprehensive High Schools among the U.S.A., Japan and Taiwan" (Lee); "Identification and Utilization of Education Trends for Cooperative Education Enhancement" (Leventhal); and "Nursing Student Information Network" (Saranto). (MN)

ED 411 407 CE 074 686

The Educational Coordinating Council for Correctional Institutions. 1996 Report.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; *Correctional Education; High School Equivalency Programs; Higher Education; *Outcomes of Education; *Program Costs; Program Implementation; State Legislation; *State Programs
IDENTIFIERS- *Maryland

This annual report for fiscal year 1996 for the Educational Coordinating Council for Correctional Institutions in Maryland provides information on the inmate population, school improvement, technology, correctional education libraries and technology, special education, and the Occupational Skills Training Center. Eleven tables reflect composite reporting of operations and outcomes for schools and libraries during the fiscal year and compared to the prior year. According to the report, service during the year was disrupted because of a state legislative debate over funding and subsequent unfilled staff positions. This situation had a negative impact on operations, although the final outcome in the legislature was positive. operations were negatively impacted by these events. The final statistics reflect "mixed" results. High school diplomas issued fell by approximately 9 percent from fiscal 1995--from 895 graduates to 817. Literacy completions and occupational completions increased, whereas enrollment levels fell slightly from the year earlier, primarily because of vacant positions. Postsecondary education was practically eliminated from the program. On the other hand, the institutional libraries were enhanced and their technology upgraded, and services were increased. With the continuation of funding from the legislature, better results are expected in the next year. Two appendixes include minutes of a meeting of the council and state funding legislation. (KC)

ED 411 408 CE 074 688

Agriculture. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 542p.
LANGUAGE- English
EDRS Price- MF02/PC22 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Agricultural Education; Agricultural Occupations; *Agricultural Production; *Agricultural Skills; Animal Husbandry; Career Development; *Competence; Competency Based Education; *Course Content; Course Organization; Foreign

following: (1) using federal resources to support and encourage state and local efforts to provide education programs that will enable all youths to obtain skilled jobs and become informed citizens; (2) ensuring that eligible students have access to quality higher education while encouraging cost-containment for education programs and protection of federal education funds from fraud and abuse; (3) helping persons to acquire the skills needed to become productively employed and helping employers locate qualified job candidates; and (4) improving protection for workers while reducing the burden for employers in complying with workplace regulations. Descriptions of planned work and objectives for the work on each of these issues are listed in table format. (KC)

ED 411 424 CE 074 741

School-to-Work Opportunities and the Fair Labor Standards Act. A Guide to Work-Based Learning, Federal Child Labor Laws, and Minimum Wage Provisions.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cooperative Education; Education Work Relationship; Employment Practices; *Federal Legislation; Labor Conditions; *Labor Legislation; Secondary Education; *Work Experience Programs; *Youth Employment
IDENTIFIERS- *Fair Labor Standards Act

This guide to work-based learning and the Fair Labor Standards Act (FLSA) is designed to serve employers, educators, agency placement staff, labor organizations, and persons involved in school-to-work initiatives by helping them to understand a variety of issues related to students in the workplace. The first part of the three-part guide covers work-based learning, including information on coverage of work-based learning under the FLSA. The second part explains the FLSA, including information on when work-based learning is subject to FLSA, the standards and special provisions for employing minors, minors driving on the job, and proof of age. Four exhibits set out the standards for 16-17 year-olds and 14-15 year-olds (nonfarm), Work Experience and Career Exploration Program requirements for 14-15 year-olds, and standards for farm jobs. The third part of the guide provides general information, including coordinating state and local laws with the FLSA, waivers of FLSA, terminology, resources, and contacts for assistance. Regional Department of Labor, Wage and Hour Division offices are listed with addresses and telephone numbers. (KC)

ED 411 425 CE 074 742

Campbell, Clifton P.
Training for Human Resource Development. Participant Handbook. Revised.
PUB DATE- 97
NOTE- 250p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Behavioral Objectives; Career Planning; Employment

Customer focus groups at Lakeshore Technical College, Wisconsin, were hindered by inadequate levels of participation. A study explored the effectiveness of using network meeting management software to increase focus group participation and the number of ideas generated as well as reduce the amount of time spent on conducting the focus group sessions. Participants were 2 groups of 24 randomly selected students enrolled in associate degree programs offered in a rapid delivery schedule. One group participated in a traditional focus group, the other in a focus group using meeting software. A formal focus group session was held for the first group. The second was given the location and time availability of the meeting management software and requested to participate at a time convenient to them. Two students attended the first focus group session; four attended the second. They generated 93 ideas. The first session lasted 40 minutes, the second 50 minutes. Only two students participated in the focus group sessions using the network meeting software. They generated 26 ideas and spent an average time of 10 minutes. Based on the chi-square statistic, results showed no significant difference between the two types of focus groups. Conclusions were that both methods produced similar results and other variables such as accessibility and scheduling might influence participation. (Appendixes contain 16 references, focus group questions, instruments, and software use instructions.) (YLB)

ED 411 442 CE 074 768

Lanser, Michael A.
Development of an Implementation Plan for Assessing Institutional Effectiveness at Lakeshore Technical College.
PUB DATE- 95
NOTE- 73p.; Doctor of Education Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Educational Research; *Evaluation Criteria; Evaluation Methods; *Institutional Evaluation; Models; Program Implementation; Self Evaluation (Groups); *Technical Institutes; Two Year Colleges
IDENTIFIERS- *Lakeshore Technical College WI

A study developed a plan for implementing the Wisconsin Technical College System (WTCS) Institutional Effectiveness Model at Lakeshore Technical College (LTC). A literature review identified several models in place for assessing effectiveness at colleges. Efforts were underway in the WTCS to develop implementation strategies. The president and administrators for educational and administrative services at LTC established the criteria for the implementation plan by brainstorming and then grouping the items under similar categories. To assess progress toward implementing an effectiveness model, a survey was conducted to identify what was being done, who was responsible, and what the status of the effort was. Results indicated a significant amount of assessment activity, most in the Goal Oriented Adult Learning Program, and a limited number of future planned activities. Plans from two other colleges in the WTCS were reviewed as benchmarks. A draft implementation plan was developed with these components: implementation activities, steering committee, implementation schedule, alignment of LTC model to WTCS model, assessment of progress, and data collection standards. The LTC Student Academic Achievement Model and WTCS Institutional Effectiveness Model were found to compare in all areas except student grades. LTC's executive

This book describes the experiences of a series of five nationally representative cohorts of young people reaching school-leaving age between 1986 and 1993 who were surveyed as part of the continuing England and Wales Youth Cohort Study. The cohort study charts the path taken by young people over the first 3 years after compulsory education. Part 1 introduces the issues and context. Chapters 2-4 in part 2 on full-time education explore the main options presented at age 16; minority routes; and choice of subjects, especially science and mathematics. Chapters 5-6 in part 3 routes describe the structure of the youth labor market and examine work-based options for training. Chapters 7-8 in part 4 look in detail at the factors that increase the probability someone will stay on in full-time education and assesses the contribution of the Careers Service and careers teaching to decisions about staying on, courses, and destinations of those who enter the labor market. Part 5 examines longer-term outcomes. Based on data collected more than 7 years after choices were made, chapter 9 compares pay-back from four major routes: full-time academic education, full-time vocational education, apprenticeships, and government training schemes. Returns are measured in three ways: qualifications gained, earnings, and chances of avoiding unemployment. The book contains 58 references and an index. (YLB)

ED 411 460   CE 074 800

Halsall, Rob, Ed.; Cockett, Mike, Ed.
Education and Training 14-19: Chaos or Coherence? Manchester Metropolitan University Education Series.
PUB DATE- 96
NOTE- 154p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adolescents; British National Curriculum; Change Strategies; Educational Certificates; *Educational Change; Educational Development; *Educational Policy; Foreign Countries; Job Skills; Job Training; *Learner Controlled Instruction; Needs Assessment; Personal Autonomy; Postsecondary Education; *Secondary Education; Standards; Strategic Planning; Student Certification; *Vocational Education
IDENTIFIERS- *Great Britain

Based on personal experiences in organizing and evaluating initiatives designed to improve the management and assessment of learning, these 10 papers provide a critical commentary on current piecemeal education and training of young people in Britain. "Setting the Scene" (Rob Halsall) reviews key steps taken post-1979 to raise the average level of aspiration and attainment in education and training. "Continuity and Change in Post-Compulsory Education and Training Reform" (Denis Gleeson) questions the likely success of an educational reform policy that is driven by market principles and does not include a unified system of post-16 provision. "National Vocational Qualifications (NVQs)--A Way Forward?" (Phil Hodkinson) views NVQs as an initiative that has helped transform thinking about vocational education and training, but draws attention to their shortcomings and offers suggestions as to how these might be addressed. "Vocationalism and Vocational Courses 14-16" (Mike Cockett) points out that characteristics of schools and communities that operate against the success of vocational elements have not been addressed and expresses a concern for how the education system is failing the lower and lowest attaining students. "Caught in the Middle--Transition at 16 " class summary; and (6) necessary specific items. A teacher checklist for beginning to conduct a National Workplace Literacy Program is also included. (KC)

ED 411 478 CG 027 870

Soule, Penny; Fitzgerald, Michael
A Survey of Alcohol and Other Drug Use among Nevada Students, 1994.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Adolescents; Child Health; *Children; *Drinking; *Drug Use; Intermediate Grades; Secondary Education; Smoking; State Surveys; *Student Behavior; Tables (Data); Youth Problems
IDENTIFIERS- *Nevada; *Risk Assessment

In the fall of 1993, the Nevada Department of Education conducted its third biennial survey to assess drug and alcohol attitudes and use among students in grades 6, 8, 10, and 12. The results of this survey are reported here. All of the state's school districts were represented by the 9,401 students participating. The survey findings are summarized according to five categories of risk factors: individual, peer, school, family, and community. Results show that regardless of grade level, alcohol is still the drug most widely used by students. More than one third of 6th graders and 8 in 10 students in 12th grade reported consuming beer, wine, or hard liquor at least once in their lifetime. However, self-reported use of alcohol dropped at all four grade levels since the last survey. This drop was not true in other areas and student responses indicate a rise in smoking. Use of other drugs, such as marijuana and inhalants, were also on the rise, although regular marijuana use is uncommon, and experimentation with cocaine is also infrequent. Findings suggest that peer factors, including peer use of substances, positive peer attitudes toward substance use, and greater reliance on peers than family, increase the risk of substance use/abuse. (RJM)

ED 411 479 CG 027 986

Thiessen, Sarah H.
The Role of Client Expectancies in Counseling: The Research and Theory of Bandura and Tinsley.
PUB DATE- 95
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Counseling Effectiveness; Counseling Psychology; *Counselor Client Relationship; *Expectation; Intention; Self Actualization; *Self Efficacy
IDENTIFIERS- Bandura (Albert); Client Attitudes; Tinsley (Howard)

Increasing evidence supports the idea that client expectancies have a large impact on counseling relationships, processes, and outcomes. Research and theories regarding expectancies are examined in this paper. Albert Bandura's theory of self-efficacy is discussed first to provide a background for understanding the significance of efficacy expectations. According to Bandura, self-efficacy expectations affect all situations. It is argued that since self-efficacy beliefs govern people's behaviors, changes in behavior, motivation, and institutions. The chapters include: Overview of Postsecondary Education Law (sources of laws and litigation); The College and Trustees, Administrators, and Staff (authority and liability); The Legal Status of Students (student files and records); Admissions and Financial Aid (nondiscrimination and financial aid); The Campus Community (student housing, security, and support services); Academic Policies and Concerns (grades, disabilities, and academic freedom); The Disciplinary Process (grievance, rules, and suspensions); Students' Freedom of Expression (protest, student press, and hate speech); Student Organizations (fraternities and sororities); Intramural, Club, and Intercollegiate Athletics (scholarships, discrimination, and injuries); The College and Local and State Governments (zoning, student voting, and institutional property); and The College and the Federal Government (federal regulation, taxation, and civil rights). Includes a case index, a subject index, and an annotated bibliography containing 37 titles. (RJM)

ED 411 498 CG 028 074

Wodrich, David L.
Children's Psychological Testing: A Guide for Nonpsychologists. Third Edition.
PUB DATE- 97
NOTE- 395p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Achievement Rating; Achievement Tests; Adolescents; Children; *Clinical Diagnosis; Elementary Secondary Education; *Evaluation Utilization; *Psychological Testing; Psychometrics; School Counseling; *Test Interpretation; Test Use; Test Validity
IDENTIFIERS- Test Batteries; Testing Information

To ensure that every child receives appropriate educational and developmental support, professionals who make referrals and who rely on psychological test results need to understand what these tests measure. The principles behind psychological testing, the definitions of key terminology, and the ways in which psychologists interpret test data are covered in this text. The book, divided into 10 chapters, uses lay terms to explain the validity and reliability of widely used measures of intelligence, special abilities, behavioral and emotional status, and academic achievement. Chapter 1 begins with an overview of the principles of psychological testing, including uniformity, quantifiability, and normative comparison. How to formulate hypotheses and make a referral is covered in chapter 2. Chapters 3-5 deal with different age-level scales, and include descriptions of infant scales, preschool tests, and school-age intelligence and ability tests. Tests of academic achievement are featured in chapter 6, and chapter 7 focuses on diagnosing children's and adolescents' emotional problems. This latter theme is continued in chapter 8 in which the neuropsychological assessment of children and adolescents is covered. Chapter 9 discusses special testing considerations, such as autism and health issues, and chapter 10 explores the use and evaluation of test findings. Contains approximately 400 references, a glossary, and a full index. (RJM)

ED 411 499 CG 028 101

Sparks, Elizabeth

IDENTIFIERS- *Discourse Communities

The city is described as a place where strangers meet, and that is also what happens in the public space of the composition classroom. If students share anything, it is an awareness of the need to negotiate the institutional demands of the freshman writing class and an invitation to enter the public forum where the issues can be divisive, unsettling, and even painful. The range of possible approaches to composition is quite large: (1) cognitivist, emphasizing goal-oriented process and student-centered pedagogic devices; (2) expressivist, with its ideologic critique of dominant culture and de-authorizing of the teacher in favor of the student; (3) social constructivist, claiming apolitical, communal discourse communities and collaborative learning methods; and (4) radical, insisting on liberation and relying on dialogic interaction. In the classroom, the teacher needs first to establish the normal discourse as the central text and then use intentional abnormal discourse to arouse wonder and skepticism. By modeling abnormal discourse, teachers entice students not so much to follow as to experiment, and by listening, students refuse to preserve the power and the authority of the podium. (Contains 15 references.) (CR)

ED 411 519 CS 215 966

McLean, James E.; Snyder, Scott W.; Abbott, Gypsy; Reid, Brian;
Ernest, James; Heath, Roy
Evaluation of the Alabama Direct Assessment of Writing Program.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Grade 5; Grade 7; Intermediate Grades; Junior High Schools; Program Effectiveness; Psychometrics; State Standards; Teacher Attitudes; Test Results; *Writing Achievement; Writing Instruction; *Writing Tests
IDENTIFIERS- Alabama; *Alabama Direct Assessment of Writing

A study evaluated the Alabama Direct Assessment of Writing Program. The comprehensive evaluation examined the background literature, the psychometric characteristics, and the impact of the writing assessment both quantitatively and qualitatively. Results indicated that: (1) the majority of fifth- and seventh-grade students in Alabama do not perform at acceptable standards in any of the major types of writing; (2) considerable gains in writing performance were evident in seventh grade between 1994 and 1995 across all types of writing; (3) moderate but sufficient agreement was evident between the two principal scorers of each writing response; (4) teachers were in considerable agreement that the state-mandated writing assessment positively influenced the teaching of writing; (5) higher-performing schools tended to place great value on writing and applied year-long systematic approaches to writing instruction; (6) in the lower-achieving schools, teachers did not appear to have the level of skill necessary to develop a cohesive writing curriculum effectively using the writing assessment results; and (7) the more positive that teachers' perceptions of the State Direct Assessment of Writing were, the higher the average student performance on the writing assessment at the school tended to be. The basic findings support the psychometric integrity of the writing assessment writer's blocks. Chapter 7 and 8 deal with revision, including advice for peer review and conferences. Chapters 9-14 cover the most widely taught types of essays: descriptive, narrative, informative, persuasive, literary, and researched. Chapter 15 consists of a collection of student essays that range from good to excellent on a variety of writing tasks. Chapter 16 is a brief handbook that focuses on a few essential rules--the premise is that "less is learnable, more is ignorable." The guide's third edition has been updated for the computer age. It contains full treatment of drafting and revising with word processors, using the Internet and computerized indexes for research, and evaluating and documenting electronic sources. An appendix contains abbreviated comments on student papers. (NKA)

ED 411 539 CS 216 002

Vande Kopple, William J.
Refining and Applying Views of Metadiscourse.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Discourse Analysis; *Discourse Modes; Higher Education; Linguistics; Literature Reviews; Scholarship; Translation
IDENTIFIERS- Academic Discourse Communities; *Metadiscourse; Research Suggestions

A taxonomy of metadiscourse--defined as discourse that people use not to expand referential material but to help their readers connect, organize, interpret, evaluate, and develop attitudes toward that material--was proposed in "College Composition and Communication" (Vande Kopple, 1985). More surveying and classifying has been done since then, and the taxonomy has been revised. It should not be forgotten that while it is fairly easy to list linguistic forms, the primary concern must remain with the metadiscoursal functions and not with the specific forms that can fulfill those functions. Sometimes one form can fulfill more than one metadiscoursal function in one place; at other times one form can fulfill a metadiscoursal function in one place and a referential function in another. The revised taxonomy classifies kinds of metadiscourse, with the following subclasses: text connectives, code glosses, illocution markers, epistemology markers, modality markers, evidentials, attitude markers, and commentary. That many researchers have come to recognize the importance of metadiscourse is attested to by an impressive array of studies completed in the last several years. There are six basic areas of research: shields in scientific writing, effects of shields on readers, metadiscourse and problematization strategies, metadiscourse and ethics, metadiscourse in similar kinds of texts in different languages, and metadiscourse and instruction in ESL classrooms. Future research might examine how the various academic disciplines relate to one another in their uses of different kinds of metadiscourse, and what the implications of studies of metadiscourse are for translation theories and practice. (Contains 46 references.) (NKA)

ED 411 540 CS 216 004

steps, including identifying likely strategies and an outline for a communications plan. (CR)

ED 411 559 CS 509 594

Holdridge, Barbara, Ed.
Under the Greenwood Tree: Shakespeare for Young People.
PUB DATE- 86
NOTE- 82p.; Introduction by A.L. Rowse. Illustrated by Robin and Pat DeWitt.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Childhood Interests; *Creativity; *English Literature; *Figurative Language; *Illustrations; Literary Genres; Literature Appreciation; *Poetry; Recreational Reading
IDENTIFIERS- *Shakespeare (William)

This illustrated collection of poetic excerpts from the plays and sonnets of William Shakespeare is designed to be read and appreciated by young people. The 39 excerpts in the collection follow the "7 ages of man" pattern from childhood to old age. The collection's introduction by the famous Shakespearean scholar, A.L. Rowse, recounts Shakespeare's life and sheds light on his poetry--for example, Rowse points out that Shakespeare was a countryman who loved country folklore and was inspired by it, always noticing the flowers, animals, and birds around him. The collection concludes with a glossary of words and expressions used by Shakespeare in his works and whose meanings might not be understood today. (NKA)

ED 411 560 CS 509 597

Sauls, Samuel J.
National College Radio Study: Audience Research and National Programming.
PUB DATE- 96
NOTE- 20p.; Paper presented at the Annual Broadcast Education Association Convention (41st, Las Vegas, NV, April 12-15, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Audiences; Cable Television; Closed Circuit Television; Feasibility Studies; Higher Education; Mail Surveys; National Surveys; Networks; *Programming (Broadcast); *Radio; Statistical Surveys
IDENTIFIERS- Audience Research; *Campus Radio Stations

A study profiled college radio stations and explored the feasibility of a college radio network. A mail survey was sent in April 1995 to 1,469 college radio stations (including broadcast stations, carrier current stations, closed-circuit campus stations, radiating cable FM, and cable television access stations). A total of 228 surveys were returned for a response rate of 16%. Results indicated that 66% of the stations had done some type of audience research, with 34.7% of those using the Arbitron ratings or some other industry standard; 64% had done a station survey themselves and 26.7% had had a non-station survey conducted for them. Regarding respondents' interest in carrying out an audience survey, 21% said it was a top priority and 47% are considering it. Among other results: 68% of respondents were restricted by their licenses from running commercials, which compared with nearly 13% who had no restrictions whatsoever on running commercials;

Government Role; Private Sector; Program Implementation; *Resistance to Change; *School Restructuring
IDENTIFIERS- *Agency for International Development

The Bureau for Africa of the United States Agency for International Development (USAID) has been examining in detail the question of how best to support and sustain sectorwide education reform in Africa. The USAID and Education Commission of the States jointly sponsored a seminar in October 1996 to examine the issue of "scaling up" and to bring together different perspectives on how to address the problem directly. The "scale-up" problem refers to the failure of reforms to become widespread. In particular, the seminar examined the approach developed by USAID and assessed its applicability for addressing the scale-up problem in American education. This paper presents the core set of elements developed for a scaling-up strategy. It describes the various modes of development assistance to developing nations (the project mode, the policy analytical mode, and the nonproject mode), identifies the fundamental features of reform, offers a model for explicating the scale-up problem, discusses the tools and techniques needed to support education reform, and examines ways in which the roles of public- and private-sector institutions can be redefined. One figure and 34 footnotes are included. (LMI)

ED 411 579   EA 028 610

Bos, Johannes M.; Fellerath, Veronica
LEAP: Ohio's Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program. Final Report.
PUB DATE- 97
NOTE- 235p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Persistence; Attendance; *Dropout Prevention; Employment Potential; Enrollment; High School Equivalency Programs; High School Graduates; High Schools; *Incentives; *Potential Dropouts; Sanctions; State Programs; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Learning Earning and Parenting Program OH

Ohio's Learning, Earning, and Parenting Program (LEAP) provides all teen parents who receive welfare with a substantial financial incentive to attend school. This is the fifth and annual report from a large-scale evaluation of the program, based on a study of 4,151 teenagers who were randomly assigned to either a program group or a control group. Data about both groups were collected during a 4-year followup period. Findings indicate that LEAP succeeded in increasing school enrollment and attendance and in reducing welfare receipt. Moreover, the program was cost-effective for the state welfare department and increased GED receipt and employment among teens who were enrolled in school when they were first found eligible for LEAP. However, LEAP did not increase the rate of high school graduation because many teens dropped out before completing their senior year. There was no increase in school completion or employment for teens who were not in school when they entered the program, despite high sanctioning. One way to make these programs more effective is to better address the specific needs and issues of distinct groups of teen parents, which include resistance to school; the demands of parenthood; and concerns about money, safety, and child care. Fifty-one tables and 17 figures are included. Appendices contain supplementary

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Problems; Civil Rights Legislation; *Compliance (Legal); Court Litigation; *Discipline Policy; Educational Environment; *School Policy; Secondary Education; *Sexual Harassment; Student Behavior

For many students in the 1990s, school is no longer a safe environment in which they feel free to learn. This brief is intended to dispel myths about peer sexual harassment and clarify the new realities of the phenomenon in schools. The brief also conveys the message that school administrators have a duty to foster a school environment based on mutual respect and to adopt a "no tolerance" policy toward harassment, sexual or otherwise. The brief outlines steps for recognizing peer sexual harassment (by deconstructing nine myths and explaining conditions under which schools will be held liable); preventing peer sexual harassment (by developing a comprehensive school policy); and enforcing the rules (by setting out the components of a model policy--investigation, documentation, and followup). (Contains 58 endnotes.) (LMI)

ED 411 598 EA 028 642

Shepard, I. Sue
Women as School District Administrators: Past and Present Attitudes of Superintendents and School Board Presidents (Entire Data Base).
SPONS. AGENCY- American Association of School Administrators, Arlington, VA.
PUB DATE- 97
NOTE- 135p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Educational Administration; Elementary Secondary Education; *Females; *Leadership Qualities; *Women Administrators

Recent data show a gradual increase in the number of women in administrative positions; however, women continue to be underrepresented in leadership. This paper presents findings of a study that examined the attitudes of superintendents and school board presidents toward women in educational leadership. The 1996 national survey repeated a similar 1978 survey. Five-hundred-and-thirty superintendents and 530 school board presidents received the Women as School District Administrators (WSDA) survey, and half of each group received the second survey instrument, the Science Research Associates (SRA) Opinion Survey. The combined response rate of all groups was 30 percent. Findings indicate that those responsible for hiring school district administrators were more accepting of women in educational leadership roles than they were in 1978. Respondents in 1996 expressed concern about women's emotionality, their ability to be aggressive, and their self-confidence. They viewed women as being more sensitive, conscientious, and adaptable than men, and attributed these characteristics to successful administrators. Finally, school board presidents were less accepting of women leaders than were superintendents. Contains 32 tables. (LMI)

ED 411 599 EA 028 643

Shepard, I. Sue

Relationship; *Helping Relationship; *Long Range Planning; Secondary Education; *Self Management; Social Networks; Transitional Programs
IDENTIFIERS- Massachusetts

This guide to whole life planning for people with disabilities describes whole life planning as a person-centered way of assisting people with disabilities to plan for their future. Whole life planning relies on the involvement of a small group of committed people who are willing to act as advocates and resources to the focal person. The manual includes examples from a statewide project in Massachusetts that assist young adults in making the transition from school to adult life. Chapters present the process divided into the following steps: (1) organizing the planning process, which involves deciding who will participate in the planning, when and where it will take place, and the role of the facilitator; (2) developing a personal profile, including the places, people, and activities in a person's life; (3) building a vision, which involves highlighting major, recurring themes from the personal profile that point the way to a desirable future for the individual and developing vision statements; (4) developing action plans, which involve specific and immediate actions to implement goals; and (5) supporting networks and plans, which include follow-up meetings to evaluate progress. Appendices include a social network interview guide and sample worksheets. (CR)

ED 411 617 EC 305 807

Roberts, Gary; Zimbrich, Karen; Butterworth, John; Hart, Debra
Job Accommodation System: Project TIE (Technology in Employment).
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 93
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accessibility (for Disabled); Adults; *Disabilities; *Employer Employee Relationship; *Employment Problems; *Evaluation Methods; Structural Elements (Construction); Vocational Rehabilitation; *Work Environment
IDENTIFIERS- *Reasonable Accommodation (Disabilities)

This manual presents a comprehensive evaluation tool that can be used by employees with disabilities, by rehabilitation practitioners, and by consultants to develop job accommodations in a variety of employment settings. The Job Accommodation System is designed to help in identifying, selecting, and implementing job accommodations and consists of six sections: (1) the coversheet, which includes employee's and employer's description of the barrier to job performance, job accommodation history, confidential medical history, and comments section; (2) a job analysis, which includes employer's, employee's, and/or rehabilitation practitioner's description of job duties, responsibilities, work environment, and task barriers; (3) the profiles, which are designed in an interview format, that assist in the development of a comprehensive picture of the employee in five functional skill areas; (4) the diagrams, which include graphic representations of typical office furniture and equipment; (5) a summary work sheet, which presents a summary and comparison of information collected in the profiles and job analysis sections, and

IDENTIFIERS- *Attitudes toward Disabled

A study involving 83 child care providers conducted two surveys to investigate providers' self-perceived knowledge, skills, and attitudes toward working with children (and their families) who are exposed to substances, and their attitudes towards children with Down syndrome and children who are chronically ill. Results from the surveys indicated: (1) attitudes toward children who had been exposed to substances were poorer than toward children with Down syndrome, but were not significantly different from attitudes toward children with chronic illness; (2) participants who had received prior training in working with children who are chronically ill had better attitudes toward these children than those who had not received training; (3) participants who had received prior training in working with children who had been exposed to substances had poorer attitudes toward these children than those who had not received training; (4) providers' self-perceived level of knowledge or skill regarding working with children exposed to substances had no relationship with attitude scores; and (5) the only significant correlations were between the attitude subscales and between self-perceived level of skill and level of knowledge regarding working with children exposed to substances. (CR)

ED 411 635 EC 305 826

Plucker, Jonathan A.

Student Responses to Creativity Checklists: Evidence of Content Generality.

PUB DATE- 96

NOTE- 18p.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Research/Technical (143)

DESCRIPTORS- *Check Lists; College Freshmen; Correlation; *Creativity; Factor Analysis; High School Seniors; High Schools; Higher Education; Multivariate Analysis; Recreational Activities; Research Methodology; *Statistical Analysis; *Student Attitudes

This study re-examined three previous studies on creativity in an attempt to address the question of whether creativity is content general or content specific. Statistical re-examinations were conducted that involved inferential statistical analyses (factor analysis and multivariate analysis) of correlation matrices representing student scores on creative activity checklists. Each of the three reanalyses includes a brief description of the original study and a summary of the researchers' original conclusions followed by a re-examination of the data. The studies involved analysis of: (1) activity checklists of high school seniors who qualified to be National Merit Finalists; (2) activity checklists of college freshmen; and (3) revised checklists completed by undergraduate students. The overall re-analysis study found a number of discrepancies requiring further research, but suggests that in regard to the content general or content specific question there is a method effect. Performance assessments produce evidence of content and task specificity, while creativity checklists suggest that creativity is applied generally across disciplines. (Contains 36 references.) (DB)

ED 411 636 EC 305 827

Johnson, Galen W.

Gifted and Talented Education Grades K-12 Program Evaluation.

Accommodations (Disabilities); *Williams Syndrome

This paper describes Williams syndrome, a rare genetic disorder that results in mental retardation. An overview of this condition is presented from the perspective of a family who traveled through the many stages of the disability from infancy to young adulthood. The etiology and characteristics of the disability are discussed, including distinctive facial features, delayed motor development, and speech patterns. The paper also addresses the educational implications of the disability. The behavior problems of children with Williams syndrome are identified, including their short attention spans, difficulty in modulating emotions, anxiety around unexpected changes in routine, heightened sensitivity to sounds, preseverating on favorite conversational topics, rocking, and difficulty building friendships. Testing, placement, and academic difficulties are also discussed along with suggestions on how to make appropriate accommodations. The paper closes with a description of the educational career of a child with Williams syndrome. A list of resource organizations is provided and information summary sheets are attached for overhead display. (CR)

ED 411 653 EC 305 845

Prouty, Robert, Ed.; Lakin, K. Charlie, Ed.
Residential Services for Persons with Developmental Disabilities: Status and Trends through 1996. Report #49.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 272p.; "Contributions by: Lynda Anderson, Ellen Blake, Robert Bruininks, Charles Lakin, Barbara Polister, Robert Prouty, and Jennifer Sandlin."
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; Community Programs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Federal Aid; Financial Support; Group Homes; Institutionalized Persons; *Mental Retardation; Residential Care; Residential Institutions; *Residential Programs; State Programs; Statistical Surveys; Tables (Data); *Trend Analysis
IDENTIFIERS- *Intermediate Care Facilities; *Medicaid

This report from the ongoing National Residential Information Systems Project provides statistics on persons with mental retardation and related developmental disabilities (MR/DD) receiving residential services in the United States for the year ending June 30, 1996, as well as comparative statistics from earlier years. Section 1 contains chapters on populations of state-operated residential settings in 1996, longitudinal trends in large state-operated residential facilities 1950-1996, large state MR/DD residential facility closures 1960 to 2000 and individual facility populations and per diem rates in fiscal year 1996, and characteristics and movement of residents of large state facilities. Section 2 contains chapters on services provided by state and nonstate agencies in 1996, number of residential settings and residents by type of living arrangement, and changing patterns in residential service systems 1977-1996. Section 3 focuses on the utilization of the Medicaid program to sponsor long-term services for persons with MR/DD. Chapters cover Medicaid long-term care programs; utilization of and expenditures for Medicaid institutional, home, and community-based services; and conversion of Medicaid

The rationale for using sites and materials from the World Wide Web for second language instruction is explored; the technology used in gaining access to those resources is explained briefly; and integration of those resources into the curriculum is discussed. Website addresses are noted throughout. Three approaches to network searches are outlined: materials to support a specific lesson; expansion of the teacher's personal collection of sites and resources (curriculum-driven); and exploration of collections compiled by other language educators. Basic tools and terminology explained include electronic mail, mailing lists, remote log-in, gophers, file transfer protocol, net user groups, World Wide Web, helper applications in web browsers, and search engines. It is argued that resources from the World Wide Web are plentiful, readily available, current, visually oriented and appealing to students, and often interactive. Four examples illustrating the use of Internet materials to support curricular objectives are offered. It is also noted that new national standards for second language learning can be used to both select and apply World Wide Web resources to language instruction and lifelong language use. Contains 7 references. (MSE)

ED 411 672 FL 024 715

Deckert, Glenn
Ethical Considerations in Addressing Values in the ESL Classroom. (Paper #3332).
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 26-30, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communicative Competence (Languages); *Course Content; *English (Second Language); *Ethical Instruction; Higher Education; *Moral Values; Second Language Instruction; *Social Values; Student Attitudes; Student Centered Curriculum; Surveys; Teaching Methods
IDENTIFIERS- *Content Area Teaching

Two developments in language teaching have heightened the need for college-level English-as-a-Second-Language (ESL) teachers to be aware of ethical issues in selecting course content. First, prevalence of the communicative approach to language teaching broadens the scope of possible classroom topics. Second, the student-centered approach allows students a more active role in content selection. Bias relating to social and moral values appears in both commercial and authentic materials. The following are proposed guidelines that may help the ESL instructor avoid bias in the classroom: (1) address ESL students' needs for personal adjustment to their new social context; (2) select content that addresses students' stated purposes in learning English; (3) acquaint students with the moral and ethical foundations of the university; (4) consider students' comfort level with controversial, value-oriented social issues; and (5) respect students' choice in the realm of personal values. A survey of 105 students enrolled in one university's ESL writing courses explored preferences for classroom topics with either moral or practical orientation. Results indicate a preference for practical and informational topics, less attraction to the more controversial ethical and moral topics in contemporary American society, and some students' beliefs about foreign language learning; (2) mismatches between teachers' and students' beliefs; and (3) how teachers' and students' beliefs compare across cultures. Subjects were 23 Chinese and English teachers of English as a Foreign Language (EFL) and 224 EFL university students in South Taiwan. Data were drawn from student grades and a questionnaire consisting of scales for motivation for English learning, beliefs about foreign language learning, language learning strategies, and language classroom anxiety. Analysis of results indicates that in language learning, females used more cognitive strategies to manipulate the target language and tended to achieve at a higher level. Good language learners were less anxious, spent more effort, regarded the foreign language as less difficult, and used more language learning strategies. Factors affecting student beliefs include attitudes toward English learning and the use of language learning strategies. Students' beliefs affected their motivation, attitudes, motivational intensity, strategy use, anxiety, and English achievement. Chinese students and teachers shared beliefs about children's superiority, advantage of previous language experience, language difficulty, language aptitude, and need for practice. Differences were found between Chinese and American teachers. Contains 22 references. (MSE)

ED 411 692 FL 024 789

Huter, Kirsten Ina
Onnanohito wa duressu desu. That's Why the Lady Is a Dress: Developmental Stages in Japanese Second Language Acquisition. Australian Studies in Language Acquisition No. 6.
PUB DATE- 97
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Students; Foreign Countries; Grammar; Higher Education; *Japanese; *Language Patterns; *Language Processing; *Learning Processes; Longitudinal Studies; Phrase Structure; Second Language Learning; *Second Languages; Sentence Structure; *Syntax
IDENTIFIERS- *Japanese People

This study investigated the process of acquisition of syntax in Japanese as a second language (JSL) in five university students over a period of 3 years. The report begins with an overview of Japanese syntax and an explanatory model of second language learning based on human information processing. Four phases of JSL learning with 16 sub-stages are described; development of sentence and noun phrase structure in JSL is also chronicled. Results indicate that development of Japanese syntax in JSL learners is highly regular. All learners first establish basic sentence structures with copula and verb and basic categories of noun and verb. Syntactic extensions with the function of modification, then establishment of new categories, and variability of annotation of lexical items and syntactic units follow. Complexity of syntactic operations increases incrementally. Processing rules postulated in previous research were not found applicable to noun phrases and their development, which is instead dictated by characteristics inherent in the Japanese noun phrase system. Comparison of noun phrase and sentence development and the temporal relation of acquisitions shows that developmental changes on both levels are qualitatively similar, and that acquisition at the noun phrase level always precedes acquisition at the sentence level. Contains 12 references. (MSE)

DESCRIPTORS- Adult Education; Case Studies; *Classroom Research; Competency Based Education; Cooperation; *Course Content; *Course Organization; Curriculum Design; Curriculum Development; Educational Background; *English (Second Language); Foreign Countries; Grammar; Inplant Programs; *Instructional Design; Introductory Courses; Language Tests; *Literacy Education; Research Administration; Second Language Instruction; Student Attitudes; Student Evaluation; Testing; Vocational English (Second Language)

The collection of papers on course design includes reports of teaching practice and classroom research by teachers of English as a second language. Papers include: "Teacher Researchers: Perspectives on Teacher Action Research and Curriculum Renewal" (Anne Burns); "From Curriculum to Courses: Why Do Teachers Do What They Do?" (Susan Hood); "The Dynamic and Complex Process of Course Construction" (Angela McKenna); "The Special Considerations in Selecting and Sequencing Content in Workplace Courses" (Ann Beales); "Functional Grammar in the Classroom" (Annabelle Lukin); "Topics, Text-Types and Grammar: Making the Links" (Susie Llewelyn); "What About Grammar?" (Dora Troupiotis); "Investigating with Learners Their Perceptions of Competency-Based Language" (Alison MacPhail); "Developing Integrated Approaches to Assessment" (Michael Carroll); "The Effects of Educational Background in the Program of Beginning Learners: A Case Study" (Margaret Carew); "Competency-Based Vocational Language Learning: Exploring Learners' Views" (Vivienne Campbell); and "Collaboration in Action Research: The Role of the Research Coordinator" (Nan Dingle). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 712   FL 801 188

Lukin, Annabelle; Ross, Linda
The Numeracy Handbook: A Resource for Literacy and Numeracy Teachers.
PUB DATE- 97
NOTE- 126p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Calculators; Concept Formation; *Course Organization; Curriculum Design; Diagrams; *English (Second Language); Estimation (Mathematics); Foreign Countries; Graphs; Instructional Design; *Job Skills; Language Role; Language Usage; *Literacy Education; *Mathematical Concepts; Mathematics Instruction; Mathematics Skills; Measurement; Number Systems; *Numeracy; Professional Development; Second Language Instruction; Spatial Ability; Teaching Guides; Vocational Education; Vocational English (Second Language)

The numeracy handbook is a practical guide for teachers of numeracy and literacy to learners of English as a Second Language. Focus is on teaching numeracy and integrating numeracy and literacy. It considers issues in defining and teaching numeracy, examines numeracy in the workplace, designing a course and a unit of work, and analyzes numeracy skills. It also includes class activities at three levels of difficulty, a section on professional development activities for teachers, and a list of resources currently available in this field. The handbook contains five sections: (1) issues in teaching numeracy (why teach numeracy, the difference between numeracy and mathematics, numeracy theories, helping students develop numeracy concepts, developing mathematical language); (2) numeracy in the workplace (numeracy in occupations, educators need to move toward recognizing and rewarding elaborative, self-invested writing. Recommendations for instruction include both effective support and strategies for promoting writing as an integrative instructional tool across content areas. (Contains 31 references.) (MDM)

ED 411 733 HE 030 452

Fincher, Cameron
Presidential Qualifications and Institutional Structure.
PUB DATE- 97
NOTE- 16p.; Paper originally presented at the Annual Forum of the European Association for Institutional Research (Zurich, Switzerland, August 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Qualifications; *Administrator Selection; *College Presidents; *Colleges; Higher Education; *Institutional Characteristics; Institutional Role; Land Grant Universities; National Organizations; Private Colleges; Profiles; Research Universities; State Universities
IDENTIFIERS- American Association of Colleges; American Association of State Colleges and Univs; Association of American Universities; National Assn of State Univ and Land Grant Coll

This paper discusses the interrelated components of institutional structure and administrative leadership within colleges and universities, focusing on the relationship between presidential qualifications and institutional structure. It examines the differing characteristics and qualifications of presidents of institutions that are members of the Association of American Universities (AAU), the National Association of State Universities and Landgrant Colleges (NASULGC), the American Association of Colleges (AAC), and the American Association of State Colleges and Universities (AASCU). These organizations represent, respectively, large private research universities, large public research universities, smaller private comprehensive universities, and smaller public comprehensive universities. By reviewing presidential biographies in various national directories, it was found that presidents at AAU institutions earned their highest degrees from more prestigious universities while presidents of AASCU institutions were least likely to earn their highest degree from prestigious universities. The paper concludes that while institutional prestige remains an appreciable factor in the appointment of presidents, the academic discipline or scholarly productivity of candidates is much less relevant. It also points to the need to streamline the presidential selection process, reduce the turnover of institutional leadership, and avoid perpetuating stereotypical profiles of suitable presidents. (Contains 11 references.) (MDM)

ED 411 734 HE 030 453

Fincher, Cameron
Presidential Leadership and Institutional Mission.
PUB DATE- 97
NOTE- 23p.; Revision of a paper presented at the Annual EAIR Forum (16th, Amsterdam, Netherlands, August 21-24, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Galura, Joseph, Ed.; Howard, Jeffrey, Ed.; Waterhouse, Dave, Ed.; Ross, Randy, Ed.
Praxis III. Voices in Dialogue.
SPONS. AGENCY- Commission on National and Community Service, Washington, DC.
PUB DATE- 95
NOTE- 399p.; Papers presented at Mobilizing for Community Service and Learning (Ann Arbor, MI, March 3-4, 1994). For Praxis I and II, see ED 410 908 and HE 030 525.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Aging (Individuals); Change Agents; Citizenship Education; Community Change; Cross Cultural Training; Distance Education; *Educational Methods; Experiential Learning; Females; *Field Experience Programs; Health Education; Higher Education; Juvenile Justice; Practicum Supervision; *Practicums; Professional Training; School Community Relationship; Seminars; *Service Learning; Social Change; *Sociology; *Student Volunteers; Teleconferencing; Tutoring
IDENTIFIERS- Landscape Architecture; *University of Michigan Ann Arbor

The 27 chapters of this book provide presentations, conference transcripts, manuals, and reflections by organizers, coordinators, participants, students and staff of service-learning sociology and education courses at the University of Michigan. The chapters are: "What National and Community Service Mean for Higher Education" (Goodwin Liu); "Revolution in a Neighborhood" (Darin Day); "Students as Agents of Social Change" (Jennifer Bastress); "Promoting Peace in Detroit" (Clementine Barfield); "The Importance of Community Service" (Philip Power); "Building a Community of Change" (Helen Fox); "AIDS: The Challenge to Society" (Barbara F. Sloat); "Reflections on Community Service Learning in Landscape Architecture" (Robert E. Grese); "Community Organization for Health Education: Action, Reflection, and Learning" (Barbara A. Israel); "Community Service Learning in the Dental Hygiene Program" (Joan M. McGowan, Wendy E. Kerschbaum); "Integrating Research and Service: Reflection on the Core City Schools Project" (Stephen Barreto et al.); "Service, Service-Learning and Change-Making" (Mark Chesler); "Pedagogy of Community Service Learning" (Sharon E. Sutton); "A Call for More Research on Community Service Learning" (Gregory B. Markus); "Creating Spaces" (Buzz Alexander); "Praxis: The Next Generation" (Richard J. Smith); "Assignments for Seminar" (Nancy A. Staub); "Praxis and Coordinator Training" (Joe Galura et al.); "Reflections on Closure (Florence Caldwell); "Toward Liberation: A Program Model and Pedagogical Discussion" (Charlie Grose); "Women's Issues" (Claudette Rowley); "Building Relationships: Gaining a Personal and Sociological Understanding of Aging through Community Service Learning" (Mary Mengel); "Education and Change in Criminal Procedures" (Brett Jaffe); "Computer Conferencing and Coordinator Training" (Randy Ross, Stacey Brown); "From Here to There: A Journey in Distance Education" (Barbara R. Wilson); "Transparent Technology in Pursuit of Community Service Learning" (Kathleen Doherty); "Creating Spaces at Western Wayne Correctional Facility" (Willie Birmingham et al.); "Popping Initiatives at Maxey Green Oaks Center" (Stacey Rautbort et al.); "Do We Make a Difference?" (John Choi et al.); "Swimming Upstream" (Kate Girard); and "Making Connections" (Joe Galura). (Contains 63 references.) (DB)

Planning; Emerging Occupations; *Higher Education; Institutional Cooperation; Labor Force Development; *Partnerships in Education; Public Education; Regional Planning; *Relevance (Education); School Business Relationship; State Programs; Statewide Planning; Technology
IDENTIFIERS- United States

This paper, one of a series from the Western Interstate Commission for Higher Education's project "Higher Education and the Economy of the West," summarizes and analyzes economic development and higher education master plans in 16 western states, looking particularly at how planning for economic development and higher education articulate and finds disjunction. It sees higher education's view of its role as that of promoting broader access to education, providing career and job training relevant to future needs, and participating in product and market development. But economic developers look to higher education to educate a diverse workforce in increasingly sophisticated skills, provide necessary research and technical development assistance, participate in public/private partnerships for economic development, develop the potential of all educational sectors in relation to economic needs, and help attract new business and industry to the state. Separate statewide summaries of economic development and higher education plans are included for Alaska, Arizona, California, Colorado; Hawaii, Idaho, Minnesota, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. An appendix notes methodology and lists state sources. (CH)

ED 411 768 HE 030 543

Inventory of Physical Facilities of Ontario Universities, 1995-96.
PUB DATE- 97
NOTE- 96p.; For a previous edition, see ED 366 271.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Buildings; *Educational Facilities; Facility Guidelines; *Facility Inventory; Facility Utilization Research; Foreign Countries; Higher Education; *Property Accounting; School Buildings; *Space Classification; Space Utilization; Standards; Universities
IDENTIFIERS- *Ontario

This document presents an inventory of current physical facilities, plus a review of trends over the past 10 years, at universities in Ontario (Canada) as of the 1995-96 academic year. In Section 1 the space formula and inventory classification system are defined. Section 2 provides an overview of space inventories and usage for the period 1983-84 to 1995-96. In Section 3, data by institution includes inventories of university space, distribution by space category and institution, and age profiles. Tables are included for the following institutions: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, Algoma University College, Universitaire de Hearst; McMaster University, Nipissing University, Ontario College of Art, Ontario Institute for Studies in Education, University of Ottawa, Queen's University, Ryerson Polytechnic University, University of Toronto (St. George campus, Erindale campus, Scarborough campus), Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University (main campus, Glendon campus). Tables in Section 4 summarize data on space museum and Marshall Islands Depository and is synonymous with Library and Archive in Marshallese. The theme of the conference, "Jaketo Jaketak Kobban Alele Eo," translated from the Marshallese, means "Take out of the 'alele,' and use it and share it." The proceedings include a welcoming speech, preface and acknowledgements, and a keynote address by Karen M. Peacock, as well as 11 papers: (1) "Library Development in the Marshall Islands" (Honorable Christopher J. Loeak, Minister of Education); (2) "Ennaanin Etto News from the Past: Telling Our Stories by Using Folklore in Storytelling" (Margaret B. Edmundson); (3) "Health Education through Music: Marshall Islands 'Youth to Youth in Health'" (Marita Edwin); (4) "The PIALA Project: Search, Find and Other (Part II)" (Elsa Veloso, Judy Caldwell, Dakio Syne, Iris Falcam and Helen Danosos); (5) "Reading is Learning Who You Are and About Your Health" (Justina Langidrik); (6) "More than Meets the Ear: A Marshallese Example of Folklore Method and Study for Pacific Collections" (Phillip H. McArthur); (7) "'Jitdam Kabeel' Using PREL Resources" (Hilda C. Heine and Franda Fang Liu); (8) "Accessing Western Medical Information" (Claire Hamasu); (9) "Bountiful Harvest: Aquaculture and Agriculture Information Services for the Pacific" (Eileen Herring); (10) 'Waan Aelon Kein: Jodrikdrik Nan Jodrikdrik Ilo Ejmour' The 'Canoes of These Islands' Project and Marshall Islands 'Youth to Youth in Health'" (Alson J. Kelen and Dennis Alessio); and "Picture This! The Use of Graphics in Libraries" (Margo Vitarelli). The PIALA Resolution on Internet Access and a list of contributors is also included. (AEF)

ED 411 787 IR 056 468

Smith, Ruth S.
Cataloging Made Easy: How To Organize Your Congregation's Library. Second Revised Edition. CSLA Guide No. 5.
PUB DATE- 97
NOTE- 39p.; For a related document, see ED 349 987.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - General (050)
DESCRIPTORS- Card Catalogs; *Cataloging; *Church Programs; Church Workers; Classification; *Filing; Glossaries; Library Automation; Library Materials; Publicity; Special Libraries; Supplies; Volunteers
IDENTIFIERS- *Church Libraries; *Synagogue Libraries

Creating a catalog for the synagogue or church library is a vital ministry, one that leads workers and parishioners to available resources for information and inspiration. Pointing out that cataloging is not too difficult or complicated for untrained professionals and volunteer librarians, this guide sets forth basic procedures for: (1) aiming toward a library ministry; (2) sorting the collection; (3) arranging the material for use; (4) establishing guidelines for cataloging; (5) obtaining supplies; (6) recording bibliographic information; (7) step-by-step processing, from marking the book for ownership to assigning a call number, to shelving the book, to filing the catalog cards; (8) using shortcuts, including catalog card services and automation; and (9) ways to encourage use of the catalog. Appendices include a glossary of cataloging terms; a list of the Dewey Decimal Classification's 200 Class; sample cards; and a list of resources. This present edition incorporates minor changes from the previous edition with updated references. (AEF)

ED 411 788 IR 056 482

dramatic development of technology. However, behind every technological advance there is a provider whose role it is to source, organize, and disseminate the information gleaned via that technology. The Internet is an important medium, and information management needs to include this device. In addition, online data is increasingly providing an economical means of accessing large quantities of data. There is a need for reliable equipment and a new generation of electronic data technicians to make that equipment and its networking reliable. There is also a need for sound software support that allows integration of data into Internet-useable formats, incorporates the Internet itself, and communicates readily, yet can be catalogued, refined, and maintained in a client-based, easily managed way. The need for an information professional who accesses, assimilates, reformulates, and then packages information in a form to suit the end-user is essential if meaningful outcomes are to be achieved. (Author/SWC)

ED 411 807   IR 056 634

Hey, Jessie
Information Professionals as Intelligent Agents--Or When Is a Knowbot Only a Robot?
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Artificial Intelligence; Cataloging; Computer Interfaces; Computer Science; Computer Software; *Electronic Libraries; Foreign Countries; Hypermedia; *Information Scientists; Information Technology; Internet; *Knowledge Representation; *Librarians; Multimedia Materials; *Technological Advancement; Users (Information); Visualization
IDENTIFIERS- *Intelligent Agents; United Kingdom

With the explosion in information resources being developed by computer scientists, subject specialists, librarians, and commercial companies, the challenge for the information professional is to keep abreast of the most significant developments and to distill the information for a wide range of users. This paper looks at some of the developments in electronic libraries on both sides of the Atlantic and the impact on the information professional. New projects involve multimedia, hypermedia, user interfaces, and other aspects of the integration of diverse libraries, and show that methods of research are also changing. Information professionals must continually keep aware of new techniques and sources if they are to contribute to their usefulness. Intelligent agents are beginning to replicate some of the tasks which are familiar to librarians, such as current awareness, but intelligent agents can also act as a tool for the librarian. The challenge for the researcher and developer, and also for the librarian, is to make an efficient transport system for the information superhighway. Knowledge robots and 3D visualization are tools to simplify the increasingly complex and diverse information world. However, pooling skills and resources between information professionals will become ever more essential. (Contains 41 references.) (Author/SWC)

(Information); *World Wide Web
IDENTIFIERS- *Chemical Structure; *Germany

Chemists have been very active in utilizing the World Wide Web as an information distribution medium and much interesting scientific chemical information is already offered on it. Various classical text-based search engines have made locating information on the Web easier. However, keyword-based searches are often insufficient for chemists interested in structural features of chemical compounds, especially since the naming of chemical structures is far from simple or unique. Chemists have special search requirements and rely on non-textual structure-oriented search methodology. An increasing number of chemical structures can be found in various computer-readable structure exchange formats as MIME attachments to Web pages on the Internet. If they are cataloged and made searchable with the structure-oriented search methodology that chemists are used to, they can lead to valuable chemical information sources on the Internet which are difficult to locate with other, text-oriented search methods. The Computer Chemistry Centre, University of Erlangen-Nurnberg, (Germany) has implemented a system for the collection, recording, search and context-aware retrieval of chemical structures from the Web. (Contains 18 references.) (Author/AEF)

ED 411 825 IR 056 652

Hildyard, C. J.; Whitaker, B. J.
Chemical Publishing on the Internet: Electronic Journals--Who Needs Them?
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Electronic Libraries; *Electronic Publishing; Electronics; Foreign Countries; Internet; Online Systems; Programming Languages; Scholarly Journals; *Science Materials; Technological Advancement; User Needs (Information); *World Wide Web; Writing for Publication
IDENTIFIERS- Electronic Media; HTML; Java Programming Language; Multimedia Technology; SGML

The rapid growth in the use of the Internet in recent years has in large part been due to the interest in and use of the World Wide Web. A reader can, in principle, locate and access information related to a specific query from servers located anywhere in the world. The ability to embed multimedia files into Web documents (in either HTML or HTF) also offers authors techniques with which they can extend what can be said in words alone. This paper examines the possibilities offered by the World Wide Web and related technologies in the area of scientific publication. Work within the Electronic Libraries Program (eLib) project to establish an electronic version of the Royal Society of Chemistry's journal, "Chemical Communications," is described. The particular focus is on issues related to document preparation from Standard Generalized Markup Language (SGML) master documents, and the development of multimedia methods for the presentation of complex scientific data, such as three-dimensional molecular structural information, using MIME and Java. The value of the

PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Adult Literacy; Adult Students; Community Education; Cultural Awareness; Cultural Pluralism; Democracy; Educational Change; Educational Objectives; Educational Strategies; *Educational Trends; Ethnic Relations; Foreign Countries; Futures (of Society); *Lifelong Learning; *Literacy Education; Multimedia Instruction; Refugees; Special Needs Students
IDENTIFIERS- *Japan

This document contains seven previously published papers examining trends in adult education in Japan. "Deepening Democracy" (1992) examines democracy and adult education for special needs groups (women, dropouts, disabled persons, ethnic minorities, and refugees). "Literacy Movement" (1990) traces literacy education in Japan from its beginnings with special emphasis on nongovernmental organization-sponsored activities. In "Education and Culture in the Multi-ethnic Society" (1992), the role, development, and problems of education in a multicultural society are discussed within the context of the structure of Japan's multiethnic society. "Cultural Development, Adult Education, and Local Communities" (1993) presents a global perspective on cultural values in the 1990s and considers adult education in relation to cultural development and social movement. "Future Strategies for Lifelong Learning as Consumption" (1995) suggests strategies for promoting lifelong learning in the 21st century. "Adult Education and Multimedia Society: Living and Learning" (1996) examines the effects of multimedia on business management, office work, lifestyle, and education and reviews Japan's national educational policy on multimedia technology. "Adult Education from Viewpoint of Development Industrial Countries of the Far East" (1993) concludes that adult education should consider not only economic development but also sustainable and cultural development. Fifteen tables/figures are included. Appended is an outline of the Central Council for Education's first report concerning a model for Japanese education in the perspective of the 21st Century "Giving Children Zest for Living and Room to Grow." (MN)

ED 411 392 CE 074 410

The Changing World of Continuing Education.
PUB DATE- 97
NOTE- 29p.; This "theme" issue contains eight articles all devoted to the subject of continuing education.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Basic Education; *Adult Education; Adult Educators; Adult Literacy; Adult Students; Case Studies; Classroom Techniques; Computer Uses in Education; Educational Attitudes; Educational Change; Educational Practices; Educational Resources; *Educational Trends; *English (Second Language); Foreign Countries; Internet; Job Training; Literacy Education; Needs Assessment; Older Adults; Postsecondary Education; Student Attitudes; Student Evaluation; Teaching Methods; *Vocational Education; Womens Education; Workplace Literacy
IDENTIFIERS- *TAFE (Australia)

"Changing Education" is targeted for Australian teachers and administrators. This theme issue, which the editorial defines as about "The Changing World of Continuing Education," contains eight articles and an editorial about recent developments in

Countries; Integrated Curriculum; Landscaping; Secondary Education; State Curriculum Guides; Teaching Guides; Teaching Methods; Technology Education; Vocational Education
IDENTIFIERS- *Alberta

With this Career and Technology Studies (CTS) curriculum guide, secondary students in Alberta can do the following: develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in agriculture; enhance employability skills, especially in foods; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the agriculture strand contains 33 modules that define what a student is expected to know and be able to do (competencies). The guide is organized in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale and philosophy and strand organization for agriculture; (3) planning for instruction for career and technology studies and for agriculture courses; (4) module curriculum and assessment standards for introductory level agriculture competencies; (5) module curriculum and assessment standards for intermediate level agriculture competencies; (6) module curriculum and assessment standards for advanced level agriculture competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guides. Modules cover the following broad topics: production, consumer products/services, landscape/turf management, floral design, marketing, agricultural technology, resource management, animal husbandry, field crops, livestock/poultry, agrifoods, equine, protected structures, soils management, pest management, nursery/greenhouse crops, biotechnology, water management, and sustainable agriculture. (KC)

ED 411 409 CE 074 690

Community Health. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 513p.
LANGUAGE- English
EDRS Price- MF02/PC21 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Allied Health Occupations Education; *Anatomy; Career Development; Child Development; *Community Health Services; *Competence; Competency Based Education; *Course Content; Course Organization; Family Life Education; First Aid; Foreign Countries; Health Personnel; Integrated Curriculum; *Public Health; Secondary Education; State Curriculum Guides; Teaching Guides; Teaching Methods; Technology Education; Vocational Education
IDENTIFIERS- *Alberta

With this Career and Technology Studies (CTS) curriculum guide, secondary students in Alberta can do the following: develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in community health; enhance employability skills, especially in community health; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the community health strand contains 31 modules that define what a student is expected to know and be able to do (competencies). The guide is organized

Projections; Futures (of Society); *Human Resources; Instructional Materials; Job Performance; *Job Training; *Labor Force Development; Labor Needs; Learning Modules; *Needs Assessment; Pretests Posttests; Program Costs; Teacher Responsibility; *Teacher Role; *Trainers

This participant handbook is composed of supplemental instructional materials for a course designed to teach the organization and management of training, including roles and functions performed and the needs, costs, benefits, and productivity of training systems. A course outline or syllabus provide a course description, course objectives, subject matter topics, instructional format, assignment general instructions, and grading practices. The types of materials included are assignment sheets, information sheets, pretests, modules, and job performance aids. The following topics are covered: understanding the training and development function; assessment and analysis of training needs; determining when training is, or is not, the solution to a problem; organization and management of training; selection and development of the training staff; behavioral sciences in training and development; budgeting and controlling training costs; legal and legislative aspects of training; training facilities and equipment; organizational development; using external training resources; relating training to operational problems; the performance audit; key training and development roles; labor force and career planning; and national and international training associations and organizations. An answer key for the pretests is appended. (YLB)

ED 411 426   CE 074 743

Medel-Anonuevo, Carolyn, Ed.
Negotiating and Creating Spaces of Power. Women's Educational Practices amidst Crisis. UIE Studies 7.
PUB DATE- 97
NOTE- 158p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; *Adult Learning; Adult Literacy; Citizen Participation; Citizenship; Developing Nations; *Economic Development; *Empowerment; Females; Feminism; Foreign Countries; Individual Power; *Labor Education; Literacy Education; Migrants; Participative Decision Making; Personal Autonomy; Power Structure; Self Actualization; Self Determination; *Social Change; Unions; Vocational Education; *Womens Education

This publication puts together the written contributions of 20 women at an international seminar-workshop on "Promoting the Empowerment of Women through Adult Learning" who shared, reflected, and analyzed the different types of educational opportunities for women provided to women. The presentations are as follows: "Designing the Model: A Process of Empowerment through Adult Education" (Ngarau Tarawa); "Education for Women's Empowerment or Schooling for Women's Subordination?" (Sara Hlupekile Longwe); "Literacy Practices among Adult Women: An Attempt at Critical Conceptualization" (Nelly P. Stromquist); "Participation in Adult Education in Western Countries: The Women's Perspective" (Sofia Valdivielso); "Development, Adult Learning, and Women" (Renuka Mishra); "Workers' Education: Vocational and Technical Training for Women in Vietnam" (Tran Thi Hoa); "Singapore National Trades Union Congress" (Christine Yeh); "Women Workers' Education in committee adopted the revised plan. (Appendixes contain 14 references, implementation plan criteria, progress assessment form, and implementation plan.) (YLB)

ED 411 443   CE 074 769

Lanser, Michael A.
Evaluation of the Computer Based Registration System at Lakeshore Technical College.
PUB DATE- 96
NOTE- 46p.; Doctor of Education Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Admissions Counseling; Adult Education; *Adult Students; *College Admission; *Computer Oriented Programs; *Enrollment; Focus Groups; *Needs Assessment; Program Effectiveness; Program Evaluation; School Registration; Technical Institutes; Two Year Colleges
IDENTIFIERS- *Lakeshore Technical College WI

A study explored whether the intake process met the needs of employed adults seeking upgrade training market segment at Lakeshore Technical College, Wisconsin. Study procedures included the following: a literature review, criteria identification, drawing a sample of students, organization and conducting of focus groups and collecting data, and recommendation development. The population consisted of 123 students enrolled in the rapid delivery program; 6 participated in 2 focus group sessions. Six customer needs were identified using the Affinity Process: simple, reliable, and complete communication and information; timely services; flexible financial options for services in the bookstore, registration, and financial aid; simple processes; and access to services, staff, and information when needed. The descriptive phase of the Quality Function Deployment Process was used to correlate the needs against the functions in the intake process. Results showed that the functions of enrollment and financial aid were adequately meeting students' needs and the functions of registration, counseling, and bookstore were not. The following recommendations were made: clearly define and analyze current processes to determine if they were being followed, develop implementation plans for changing current processes, and create new processes where current ones were not customer friendly. (Appendixes contain 16 references, description of quality function deployment, focus group questions, and recommendations.) (YLB)

ED 411 444   CE 074 771

School-to-Work Glossary of Terms.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Apprenticeships; Basic Skills; Career Academies; Career Awareness; Career Counseling; Career Development; *Career Education; Career Exploration; Career Guidance; Cooperative Education; Disabilities; Dropouts; *Education Work Relationship; Elementary Secondary Education; Entrepreneurship; Experiential Learning; Glossaries; Integrated Curriculum; Limited English Speaking; On the Job Training; *Partnerships in

(Mike Cockett, John Callaghan) reports results of a study that cast doubt on the efficacy of the National Curriculum in motivating students and providing a broad and balanced curriculum. "Core Skills--The Continuing Debate" and "Records of Achievement--Rhetoric or Reality" (Rob Halsall) have as their main focus the question of whether the core skills and recording achievement initiatives are achieving, or can achieve, their primary purposes. "Rationales for Student-Centered Learning" (David Hustler, Phil Hodkinson) explores different sets of arguments for student-centered learning and learner autonomy. "Higher Education--A Clear Sense of Vision?" (Rob Halsall, David Hustler) shows that this sector has played a significant role in maintaining a disunified and hierarchical system in the secondary sector; now higher education is subject to several forces for change. "Chaos or Coherence, Progression and Continuity" (Mike Cockett) explores the notion that, although it might be impossible to arrive at a coherent system, there is a distinction between deterministic and culpable chaos. The book contains 194 references and an index. (YLB)

ED 411 461   CE 074 801

Rothwell, William J.; Cookson, Peter S.
Beyond Instruction. Comprehensive Program Planning for Business and Education. Jossey-Bass Business and Management Series.
PUB DATE- 97
NOTE- 285p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Education; Job Training; *Lifelong Learning; Needs Assessment; *Program Design; *Program Development; Program Effectiveness; Program Evaluation; Recruitment; Self Evaluation (Individuals); *Staff Development; Vocational Education; *Work Environment

This book introduces key issues in program planning as practiced in business and educational settings. Two chapters in part 1 introduce two foundational models--Lifelong Education Program Planning (LEPP) model and Contingency-Based Program Planning--and provide background on models designed by Houle, Knowles, Boyle, and Nadler. Parts 2-5 focus on the Quadrants of the LEPP model: exercising professional responsibility, engaging relevant contexts, designing the program, and managing administrative aspects. Four chapters in part 2 discuss the following: how program planners can work effectively; planners' roles; articulation of a working philosophy; and ethical dilemmas faced in program planning. Four chapters in part 3 address these topics: how to appraise an organization's external and internal environments; how to seek information about targeted populations; assessment of learning needs; and negotiation of stakeholder interests. Four chapters in part 4 focus on the following: goal setting; program evaluation; models for guiding instructional design; and possible learning formats. Four chapters in part 5 examine the following administrative aspects: recruitment and retention; program promotion and marketing; budgeting; and instructor selection, supervision, evaluation, and development. Appendixes contain a tool for assessing competencies using the LEPP model; a code of ethics for adult educators and program planners; and an index. Contains 152 references. (YLB)

ED 411 462   CE 074 810

Koon, Richard L.

affect, then Bandura's theory can be applied to all aspects of life. How the theory can be applied to psychotherapy is described, and its impact on counseling is discussed. Next, the research of Howard Tinsley, who developed the Expectations About Counseling Scale, is also considered. Some of the various expectancies in counseling are examined and special attention is given to the controversial aspects of the literature, especially Tinsley's emphasis on the manipulation of client expectations to achieve effective counseling. A description of problems with research methodology used to measure expectancies is also covered. (RJM)

ED 411 480 CG 027 987

Davis, Alan; Glenn, Margaret
Rehabilitation Consumer Satisfaction Assessment: Collaboration between a State Vocational Rehabilitation Agency and a Pre-Service Training Program.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Montana Vocational Rehabilitation Conference (May 22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Cooperative Programs; Counselor Training; Program Descriptions; Program Evaluation; Program Improvement; *Rehabilitation Programs; Training Objectives; Vocational Evaluation; *Vocational Rehabilitation
IDENTIFIERS- *Consumer Evaluation; Consumer Services; *Montana

The views of rehabilitation consumers have not played a central role in shaping training programs for rehabilitation counselors. Likewise, partnerships between state vocational rehabilitation agencies and institutions of higher education have not been developed to their full potential. A planned collaboration between Montana Vocational Rehabilitation and Montana State University-Billings, so as to assess rehabilitation consumer satisfaction, is described in this paper. The primary purpose of the collaboration is to provide information of long-range value for rehabilitation service planning, and to improve the rehabilitation counselor training program at the collaborating school to make the program more relevant to the experience of rehabilitation consumers. Special emphasis is given to the program evaluation and curriculum development used in this program. Specific details on consumer satisfaction assessment procedures are outlined and the many benefits that assessment of consumer satisfaction offers to human services program evaluation are described. The role of the rehabilitation counselor in securing consumer feedback is discussed, since it is through the counselor that consumer needs are identified and served. Due to the link between service delivery and counselor preparation programs, models of collaborative consumer assessment surveys should be commonplace; presently, such models are rare. (RJM)

ED 411 481 CG 027 989

Hanna, Mary Ann; Smith, Juliann
Accountability in Counselor Training Programs.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American Counseling Association (Orlando, FL, April 4-7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.

Psychologists in New Schools: A New Role Definition.
PUB DATE- 94
NOTE- 18p.; Paper presented at the Annual Meeting of the University Council for Educational Administration (Philadelphia, PA, October 29, 1994).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Change Strategies; Children; *Counselor Role; Elementary Secondary Education; *Pupil Personnel Workers; *Role Perception; School Counselors; *School Psychologists; School Role; Student Needs
IDENTIFIERS- Comer (James P)

No longer is it appropriate to explain school failure by stating that some children are too disadvantaged to succeed. Schools must find a way to meet the needs of all children and strategies in which school psychologists, working in collaboration with educators and school administrators, can meet these needs are discussed in this paper. It is argued that a new role for school psychologists is required, one that enables them to join with others in restructuring the schools. Detailed here are the traditional roles for psychologists in the schools, such as crisis intervention, counseling students, and testing children, and the need to expand this role. One way to achieve this expansion is through an integrated service model, which is outlined. Discussed also are school-based health clinics and a model developed by James Comer. A case example elaborates on the rationale for counselors assuming a new role. Following this case study, an explication of what this new role for psychologists entails is discussed, with a focus on roles that enable psychologists to be active members of an administrative team. It is argued that psychologists, educators, and administrators have the knowledge to design programs that meet the needs of students. (RJM)

ED 411 500 CG 028 102

Hollis, Joseph W.
Counselor Preparation 1996-98: Programs, Faculty, Trends. Ninth Edition.
PUB DATE- 97
NOTE- 752p.; For eighth edition, see ED 382 911.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - General (130)
DESCRIPTORS- Counseling Psychology; *Counselor Certification; *Counselor Educators; *Counselor Training; Profiles; Program Content; Program Descriptions; Program Guides; Reference Materials; *Trend Analysis
IDENTIFIERS- Counselor Supervisors

Preparation programs in counseling have undergone many changes during the profession's significant growth over the past 25 years. To help educators, students, employers, and administrators of programs stay abreast of program changes, details of counseling programs across the United States are provided in this text. It is part of a longitudinal study in which a snapshot is taken every three years of counselor preparation programs. For this study, 629 administrative units were identified and are listed, along with specifics on each program. Of this group, 522 responded to requests for detailed information about the faculty, the administrative unit, and programs offered. Listed for each program are majors, degree granted, number of enrollees, number of graduates yearly, and its role in encouraging the teaching of writing in Alabama schools. (Contains 33 references and 10 tables of data; appendixes contain survey instruments.) (RS)

ED 411 520 CS 215 968

Cox, Patty; Holden, Sheryl; Pickett, Teri
Improving Student Writing Skills through the Use of "Writing To Learn."
PUB DATE- 97
NOTE- 155p.; M.A. Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Disorders; Classroom Techniques; Elementary Education; Mild Mental Retardation; Special Needs Students; Student Attitudes; *Writing Attitudes; Writing Improvement; Writing Instruction; *Writing Processes; *Writing Skills; *Writing Strategies; *Writing Workshops
IDENTIFIERS- *Learning Environment; *Writing to Learn

A plan for increasing effective student writing skills was developed and implemented. Subjects were students in a regular first-grade class, a fifth-sixth grade behavior disorder (BD) class, and a seventh-eighth grade self-contained educable mentally handicapped (EMH) class, all of whom exhibited inadequate writing skills. Evidence for the existence of the problem included student school records, published test scores, and teacher observations. Analysis of probable cause data showed that students exhibited poor writing skills due to negative attitudes toward writing and a lack of a writing environment in which students were given the opportunity to write to learn. A review of solution strategies by writing experts suggested that the following interventions were necessary to increase the writing process: establish the five stages of the writing process and use them effectively to create a final product; and create a writing environment in which students were given the opportunity to write to learn. Post-intervention data indicated that the writing workshop environment, which emphasized meaningful communication, promoted real purposes for writing. Findings suggest that students increased their written expression skills, learned to use higher order thinking skills, and maintained or improved their enthusiasm toward writing. (Contains 17 figures and 56 references; sample forms and data are appended.) (Author/CR)

ED 411 521 CS 215 969

Wile, Jim; Marzano, Robert J.; Paynter, Diane E.
Teaching Folktales through "Could Anything Be Worse?," "Mufaro's Beautiful Daughters," "The Weaving of a Dream," and "Three Strong Women." Literacy Plus.
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Elementary Education; Folk Culture; Learning Activities; Lesson Plans; *Literacy; *Literature Appreciation; Reading Instruction; Teaching Guides; Thinking Skills; Vocabulary; Writing Instruction

Crosswalks: Pacesetter English and the National Standards.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Course Descriptions; *Curriculum Development; Educational Objectives; *English Curriculum; Grade 12; High Schools; National Standards; Professional Development; Student Evaluation
IDENTIFIERS- *Pacesetter (CEEB); *Standards for English Language Arts

This booklet compares the Pacesetter English course in English language arts for twelfth-grade students with the "Standards for the English Language Arts," recently published by the National Council of Teachers of English and the International Reading Association. The aim of the booklet is to demonstrate the links between the Standards and the goals of Pacesetter and to evaluate the extent to which the Standards and Pacesetter are in concordance. It shows how the thinking behind the Standards can be put into practice in an integrated program of instruction, assessment, and professional development such as Pacesetter. The booklet outlines the six units and related common tasks and then presents the full text of the Course Dimensions that guide instruction and assessment. The booklet then presents each of the 12 Standards accompanied by explanations and illustrations of how specific elements in the Pacesetter English course reflect convergence with that Standard. (RS)

ED 411 541 CS 216 007

McLeod, Susan H.
Notes on the Heart: Affective Issues in the Writing Classroom.
PUB DATE- 97
NOTE- 176p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Environment; Cognitive Psychology; Higher Education; Humanistic Education; Instructional Effectiveness; Student Needs; *Teacher Student Relationship; *Writing Assignments; *Writing Instruction; *Writing Processes
IDENTIFIERS- *Affective Domain; *Authorship

The most used model for empirical research on the writing process is based on cognitive psychology and does not take into account affective phenomena, although it has long been recognized that affect (that is, the noncognitive aspects of mental activity) plays a large role in writing and learning to write. To understand the complete picture, it is necessary to explore how cognitive, affective, and social elements interact as people write. A group of students are followed through a semester of writing assignments. Their progress is tracked and the affective elements relevant to their writing are examined. Suggested definitions for terms in the affective domain are provided. To provide a narrative structure, a simulated semester has been constructed which condenses the year and a half of the study into one semester and creates a class that is a composite drawn from seven classrooms over 3 semesters. The book's discussions of pedagogy, while meant to have practical only about 4% reported that they were restricted by institutional policy from running any underwriting, and 61% reported no restrictions on underwriting. Results also indicated that over 21% of respondents were extremely interested and 49% had some interest in professional quality made available to them through a satellite network. Findings suggest that over 70% of the respondents were FCC licensed, operating in the 100 to 3,000 watt range, and over half of the broadcast stations operated at least 12 hours per day, 365 days a year. (CR)

ED 411 561 CS 509 599

Sauls, Samuel J.
Who's Running College Radio?
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Joint Meetings of the Popular Culture Association/American Culture Association (San Antonio, TX, March 26-29, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Faculty Advisers; Financial Support; *Higher Education; Programming (Broadcast); *Radio; *School Funds; Student Participation
IDENTIFIERS- *Campus Radio Stations

While management styles and theories differ among administrators of college radio stations, the views concerning the operation of college radio tend to be consistent. Common elements present in varying degrees in every college radio stations include public broadcasting philosophy, community needs, management and staff, financing, school relations, and audience feedback. College radio stations are normally housed within an academic department of a school or college dealing with some form of communications studies. College radio is a full-time operation run generally by part-time, mostly volunteer staffs. Quite often, college radio stations are supervised by a faculty advisor who fulfills the duty of station manager. Most college radio stations receive their funding via some arm of the student government, which is usually in charge of overseeing (or at least recommending) the allocation of student fees. The aspect of control and funding becomes particularly interesting when the station coverage of school events, such as athletics, begins to take precedence over normal programming and station operation. (Contains 12 references.) (RS)

ED 411 562 CS 509 603

Wien, Sherry L.
The Employment Interview: Applying Perspectives of Uncertainty Reduction and Anticipatory Socialization.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Employment Interviews; Higher Education; *Interpersonal Communication; Job Applicants; Literature Reviews; *Organizational Communication; Personnel Selection

tables and methodological notes. (LMI)

ED 411 580   EA 028 611

Towards Better Student Tracking Systems.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Colleges; Computer Software; *Database Management Systems; Foreign Countries; Higher Education; *Information Management; *Information Systems; Information Technology; *Management Information Systems; *Student Records
IDENTIFIERS- *United Kingdom

The Further Education (FE) sector in the United Kingdom has devoted time, energy, and resources in recent years to the development and improvement of information systems known as management-information systems. This report presents the findings of a research project on the use of management-information systems in student tracking. The project was established and funded by the Further Education Development Agency (FEDA) and the Further Education Funding Council (FEFC) in response to demand from colleges in the FE sector. The project sought to develop a model that colleges could use when specifying software to track students' progress. The model accounts for student mobility, prior learning, credit accumulation and transfer, and records of achievement. The report also offers recommendations for sector institutions, the FEFC, software suppliers, and FEDA. Proposals for the next phase of the project are outlined. The research reflects the move from gathering global information about student populations toward gathering information about and for individuals. Ten figures are included. Appendices contain a list of project team members, case studies, a bibliography of 15 references, and a glossary. (LMI)

ED 411 581   EA 028 614

Hayward, Becky J.; Cook, Rebecca A.; Thorne, Judy M.
Community-Based Prevention Services for High-Risk Youth: A Study of the Governors' DFSCA Program. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 94
NOTE- 225p.; For related document, see ED 353 687.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Alcohol Abuse; *At Risk Persons; Dropouts; Drug Abuse; *Drug Use; Federal Legislation; *High Risk Students; Intervention; *Prevention; Program Effectiveness; Secondary Education; Social Services; *State Federal Aid
IDENTIFIERS- *Drug Free Schools and Communities Act 1986

In fall 1990 the U.S. Department of Education initiated a 5-year longitudinal study of the outcomes of local prevention-education programs funded under the Drug-Free Schools and Communities Act of 1986 (DFSCA). This report presents findings of a study that examined prevention services and activities

Differences in the Perceived Employment Characteristics of Men and Women and Employer/Organizational Policies toward Men and Women.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Women in Educational Leadership Conference (11th, Lincoln, NE, October 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Attitudes; *Administrator Characteristics; Educational Administration; Elementary Secondary Education; *Females; *Leadership Qualities; *Women Administrators

During the last 20 years, the number of women enrolled in educational-administration graduate programs increased; however, the number of men employed in positions of educational administration continue to outnumber women. This paper presents findings of a study that examined the attitudes of school board presidents and district superintendents toward women in educational leadership. Data were gathered through administration of the Science Research Associates (SRA) Opinion Survey to 256 superintendents and 256 school board presidents across the country, for a combined response rate of approximately 25 percent. The same instrument had been mailed to a total of 200 board presidents and superintendents in 1978. The 1996 respondents were more accepting than the 1978 respondents of women administrators, but continued to perceive differences between women's and men's characteristics. Organizational policies also affected the employment of women leaders. Finally, superintendents were more accepting of female educational leaders than were school board presidents. Contains 8 tables. (LMI)

ED 411 600 EA 028 644

Student Searches and the Law: An Administrator's Guide to Conducting Legal Searches on School Campuses.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
PUB DATE- 95
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Civil Liberties; *Compliance (Legal); Constitutional Law; *Court Litigation; Elementary Secondary Education; *Evidence (Legal); School Law; School Policy; School Security; *Search and Seizure; State Courts; *Student Rights
IDENTIFIERS- *Supreme Court

With the alarming increase in drugs and weapons on American school campuses, teachers and school officials have stepped up their efforts to search lockers, other school property, and sometimes the students themselves. School officials must remember that any search of a student creates a Fourth Amendment issue. Thus, it is important to know the language and meaning of the amendment as defined by the case of "New Jersey v. T.L.O." The issue is: What is a reasonable search? This guidebook examines factors that determine a reasonable search; presents the decisions of recent court cases; and explains issues involving the nature of the contraband, student consent, initial ideas for job accommodation ideas; and (6) recommendations and alternatives, which present recommended accommodations, including equipment and service sources, cost and funding sources, and person responsible for implementing each accommodation. Examples of worksheets are provided and reproducible blank forms are included. (CR)

ED 411 618 EC 305 808

McGaughey, Martha J.; Kiernan, William E.; McNally, Lorraine C.; Gilmore, Dana S.
National Perspectives on Integrated Employment: State MR/DD Agency Trends.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, DC.
PUB DATE- 93
NOTE- 117p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Change Agents; Data Collection; *Employment Patterns; *Employment Services; *Mental Retardation; National Surveys; Participant Characteristics; *Resistance to Change; *Sheltered Workshops; State Agencies; *Supported Employment; Vocational Rehabilitation

This report details the findings of a national follow-up survey that investigated day and employment services provided by the mental retardation/developmental disabilities (MR/DD) state agencies for FY 1990 and makes comparisons with services provided during FY 1988. Key findings from the survey include: (1) a substantial increase in the percentage of individuals served in integrated employment, from 13 percent in FY 1988 to 19 percent in FY 1990; (2) utilization of sheltered employment and day programs continues to be strong; (3) the total number of persons served in supported employment increased by 58 percent; (4) states that received supported employment change grants had higher supported employment rates; (5) new participants were more likely to be served in competitive and supported employment; (6) the percentage of people waiting for supported employment services was twice as large as the percentage who received supported employment services in FY 1990; (7) 88 percent of individuals served by state MR/DD agencies had mental retardation; and (8) the most commonly cited barriers to integrated employment include funding issues, problems with old style providers, the economy, and lack of suitable training. Appendices include the survey instrument and list of respondents. (Contains 31 references.) (CR)

ED 411 619 EC 305 809

Kiernan, William E.; Schalock, Robert L.; Butterworth, John; Sailor, Wayne
Enhancing the Use of Natural Supports for People with Severe Disabilities.
SPONS. AGENCY- Office of the Assistant Secretary for Planning and Evaluation (DHHS), Washington, DC.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Ability Identification; *Academically Gifted; Acceleration (Education); Advanced Placement Programs; Budgeting; Elementary Secondary Education; Enrichment Activities; High Achievement; *Long Range Planning; *Program Costs; Program Descriptions; Program Implementation
IDENTIFIERS- *Des Moines Public Schools IA

This description of the gifted education program of the Des Moines (Iowa) public schools is organized into five sections: (1) context evaluation, (2) input evaluation, (3) process evaluation, (4) product evaluation, and (5) future planning. The context evaluation section notes that the state-mandated programs provide services to students identified as gifted in any of five areas and that program options include differentiated instruction, curriculum replacement, acceleration, course compacting, pull-outs, competitions, summer and Saturday programs, and the half-day Central Academy program. The section on input evaluation notes the Gifted and Talented Education budget is less than one percent of the district operating budget and is based on a funding formula. The third section, on processing evaluation, reviews program implementation in the areas of student identification, facilitation of appropriate curriculum and support services, and continual monitoring of student needs. The fourth section, on product evaluation, notes the high numbers of students taking Advanced Placement exams, national recognition of the Central Academy program, and services to over 4000 students. The final section, on future planning, reports on plans for formalized acceleration programs in science and social studies and planned growth of Central Academy. Six appendices provide additional detail on program organization, offerings, and evidence of effectiveness. (DB)

ED 411 637 EC 305 828

First Steps: Stories on Inclusion in Early Childhood Education.
PUB DATE- 97
NOTE- 126p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Comparative Education; *Disabilities; Early Childhood Education; Foreign Countries; *Inclusive Schools; Mainstreaming; Social Integration; *Special Education
IDENTIFIERS- UNESCO; UNICEF

This publication presents papers from 13 nations that describe the integration of children with disabilities into early childhood education programs. The compilation of case studies will serve as a reference document for the International Consultation on Early Childhood Education and Special Educational Needs, organized by UNESCO in collaboration with UNICEF (Paris, France, September 1997). The papers are: (1) Australia: "The Ethnic Child Care Family and Community Services Co-operative: Inclusive Early Childhood Education Programmes in New South Wales, Australia" (Vivi Germanos-Koutsounadis and Meni Tsambouniaris); (2) Chile: "Special Educational Needs in Early Childhood Care and Education in the Junji (Junta Nacional de Jardines Infantiles) of Chile" (Erika Larraguibel Quiroz); (3) Denmark: "Roskilde County's Services to Young Children with

Intermediate Care Facilities for persons with MR/DD to home and community based services. The last section contains state profiles of selected service indicators 1977-1996. (Contains 50 references, 54 tables, and 23 figures.) (CR)

ED 411 654 EC 305 846

Palsha, Sharon; Wesley, Patricia
Inclusion Partners: A Support Training Model. Final Report, September 1, 1993 to June 30, 1997.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 44p.; In collaboration with Duncan Munn and Gene Perrotta.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Colleges; *Consultation Programs; *Curriculum Design; *Day Care Centers; *Disabilities; Early Childhood Education; Early Intervention; Higher Education; *Inclusive Schools; *Inservice Education; Mainstreaming; Models; Paraprofessional Personnel; Training; Young Children
IDENTIFIERS- North Carolina

This final report discusses the outcomes of a North Carolina project designed to prepare professionals and paraprofessionals to deliver quality services in inclusive settings to young children with disabilities and their families. The primary component of the project was to develop and implement an on-site, inservice collaborative consultation model in which 40 early childhood professionals were trained as consultants to work with child care staff in their communities to improve the quality of child care environments. Consultants were primarily early intervention outreach specialists and resource and referral agency staff. The second component of the project was to support early childhood community college faculty in their curriculum planning and teaching efforts to prepare students to provide services to children with disabilities and their families. Evaluation data indicate that the on-site consultation model was successful in improving the quality of early childhood environments. By providing on-site follow up related to the participants identified needs, changes were made in program quality that were both measurable and lasting. The community college component of the program was also successful. Contains 2 tables and 12 figures. (Author/CR)

ED 411 655 EC 305 847

Wolf, Kathy Goetz, Ed.
Protecting Children and Supporting Families.
PUB DATE- 97
NOTE- 35p.; Journal also called "FRCA Report."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Abuse; *Child Neglect; *Child Welfare; Community Involvement; Cooperation; Decision Making; Family Involvement; Family Needs; *Family Programs; Federal Aid; Federal Programs; *Foster Care; Minority Group Children; Parent Education; Prevention; Program Improvement; *State Agencies

This serial "double issue" focuses on protecting children and supporting families through greater collaboration between child welfare services and family resource programs. The issue differences in topic appeal by sex. The student survey form and a summary of results are appended. Contains 11 references. (MSE)

ED 411 673 FL 024 721

Swierzbin, Bonnie
Word Order with Separable Phrasal Verbs.
PUB DATE- 96
NOTE- 60p.; Study in partial fulfillment of Master of Arts, University of Minnesota.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- *English; *English (Second Language); *Grammar; Instructional Materials; Language Patterns; Language Research; Media Selection; Reference Materials; Second Language Instruction; Semantics; Sentence Structure; *Syntax; *Verbs
IDENTIFIERS- Direct Objects; *Phrasal Verbs; *Word Order

Phrasal verbs occur frequently in written and spoken English and may be difficult for non-native speakers to understand and produce, particularly when parts of the phrasal verb should be separated and when they should be adjacent. The study reported here analyzes natural data in context to determine whether the word order of the parts of a separable transitive phrasal verb and a direct object are predicted by (1) the length of the object phrase, (2) whether the object is stressed, (3) whether the object represents an idea that has already been referred to, (4) the predictability of the idea represented by the object, given the linguistic and situational contexts, and (5) whether the object is semantically empty. Reference grammars, English-as-a-Second-Language pedagogical grammars, and specialized grammars for two-word verbs are also reviewed for information about how word order with phrasal verbs is being taught. Contains 29 references. (MSE)

ED 411 674 FL 024 723

Tittle, Matthew
The Effects of Foreign and Second Language Students' Irrational Beliefs and Anxiety on Classroom Achievement.
PUB DATE- 97
NOTE- 81p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Anxiety; College Students; *Communication Apprehension; Comparative Analysis; English (Second Language); Higher Education; Russian; Second Language Learning; *Second Languages; Spanish; *Student Attitudes; *Test Anxiety

A study investigated the relationships between anxiety experienced by students in the second language classroom (usually associated with test anxiety, fear of negative evaluation, and communication apprehension), irrational thoughts associated with these anxieties, and classroom achievement among three groups of language learners. The Foreign Language Classroom Anxiety Scale and Irrational Beliefs Test were administered to 94 college students of Russian (n=23), Spanish (n=30), and English as a second language (ESL) (n=41) at various levels of difficulty. ESL learners were native speakers of a wide variety of languages. Results did not reveal significant correlations between language anxiety and irrational thought. Differences in students' mean scores on

ED 411 693 FL 024 791

Aebersold, Jo Ann; Field, Mary Lee
From Reader to Reading Teacher: Issues and Strategies for Second Language Classrooms.
PUB DATE- 97
NOTE- 276p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Techniques; Instructional Design; Instructional Materials; Learning Processes; Learning Theories; Lesson Plans; Literature Appreciation; *Reading Instruction; *Reading Materials; *Reading Strategies; Second Language Instruction; *Second Languages; Teacher Role; Vocabulary Development

The guide is designed to give teachers of second language reading a broad theoretical basis for developing effective teaching methods and a flexible curriculum. An introductory section looks at the process by which learners acquire, expand, and refine their knowledge as a learning spiral, a reference made throughout the text. Chapter one describes the basic elements of reader and text and their interaction. Chapter two expands on that idea to encompass the factors influencing reading in a second or foreign language. The third chapter is devoted to designing the reading course, and the subsequent three chapters provide practical, detailed information, including lesson plan segments, about issues and strategies for three learning stages: pre-reading; reading; and post-reading. Vocabulary development is discussed in chapter seven, and chapters eight and nine offer ideas for teaching literature and on assessing reading. Guidelines for preparing a lesson plan are given in chapter ten. The final chapter returns to the concept of the learning spiral and the teacher's role in facilitating student progress. Samples from reading textbooks at different difficulty levels (beginning/low level; intermediate; advanced; superior) are appended, with exercises for most of the texts. Contains 159 references. (MSE)

ED 411 694 FL 024 794

Renner, Christopher E.
Enriching Learners' Language Production through Content-Based Instruction.
PUB DATE- 96
NOTE- 9p.; Paper presented at a National Conference on Lingua e Nuova Didattica (Madena, Italy, February 29-March 2, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Techniques; Course Content; Critical Thinking; Educational Strategies; *English (Second Language); Foreign Countries; Instructional Design; Intercultural Communication; Language Skills; Material Development; Second Language Learning; *Second Languages; Skill Development; *Speech Skills; Student Participation; *Writing Skills
IDENTIFIERS- *Content Area Teaching

It is argued that content-based teaching effectively teaches language skills while supporting development of critical changing numeracy demands, metric and imperial systems in the workplace, numeracy in workplace tasks); (3) designing a course (the design process, student profile, student needs and goals, planning a course, disparate levels, general methodological principles, assessment); (4) designing a unit of work (integrating language, literacy, and numeracy in the classroom, starting with a text type, starting with a numeracy concept, starting with a task, starting with a topical issue); and (5) numeracy strands and skills (the number system, space, measurement, data, estimation, calculator). (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 713 FL 801 189

Hood, Susan; Solomon, Nicky; Burns, Anne
Focus on Reading. New Edition.
PUB DATE- 96
NOTE- 142p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Educational Needs; Educational Objectives; *English (Second Language); Foreign Countries; *Instructional Design; Instructional Materials; *Literacy Education; Media Selection; *Reading Instruction; *Reading Processes; Second Language Instruction; Student Needs; Theories

The handbook is designed as an introductory text on reading instruction for teachers of English as a Second Language. The first chapter explores the nature of reading through a series of activities that help identify the kind of knowledge one draws on and the strategies one uses in reading. Chapter 2 reviews key theories of reading that have informed teaching in recent years. Chapters 3 through 6 offer practical ideas and guidance for teaching reading. In chapter 3, a brief look at the importance teaching reading in language programs leads to a detailed discussion of learner needs. The fourth chapter discusses program and lesson planning and provides guidance for establishing goals and objectives and for selecting and sequencing texts. Attention is given to integrating reading with other language activities. Chapter 5 provides pointers for adapting texts for teaching, and chapter 6 suggests sample reading and reading-related activities. Chapter 7 focuses on assessment of reading, including placement, diagnostic, formative, and achievement testing. In chapter 8, ten commonly asked questions and reading instruction are addressed. Each chapter includes pre-reading questions, and some chapters present tasks to reinforce and clarify portions of the text. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 714 FL 801 190

Thurstun, Jennifer; Candlin, Christopher N.
Exploring Academic English: A Workbook for Student Essay Writing.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *English for Academic Purposes; *English (Second Language); Foreign Countries; Grammar; Higher Education; Indexes; *Literature Reviews; Research Design; Second Language Instruction; *Technical Writing; Workbooks; *Writing Exercises;

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Selection; Case Studies; *College Administration; *College Presidents; Higher Education; *Institutional Mission; Leadership; *Profiles; Search Committees (Personnel); *State Universities
IDENTIFIERS- Georgia Institute of Technology; Georgia State University; University of Georgia

This paper presents three case studies of presidential leadership at universities in Georgia, focusing on the difficulties of presidential searches and the importance of finding the right person for the position. The presidency of John Patrick Crecine (1987-1994) at the Georgia Institute of Technology was controversial from the start, in that Crecine had a vision for the school that were not shared by many constituencies. The presidency of John Michael Palms (1989-91) at Georgia State University (GSU) was at a disadvantage due to the fact that his predecessor served for over 30 years as head of the institution. Necessary reorganizations and staff changes, along with Palms' emphasis on the research potential of GSU, created an increasingly frustrating situation that led to his resignation. The selection of Charles B. Knapp as president of the University of Georgia (1987-1997) was made without the full participation of the faculty and without a visit on his part to the campus. However, Knapp was able to overcome questions about his selection by choosing competent administrators, expanding the campus, and leading successful fundraising drives. The paper concludes that presidential selections, especially at public institutions, need to focus on goodness of fit. (MDM)

ED 411 735 HE 030 509

Gerdy, John R.
The Successful College Athletic Program: The New Standard. American Council on Education/Oryx Press Series on Higher Education.
PUB DATE- 97
NOTE- 180p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Standards; *Athletes; Basketball; *College Administration; *College Athletics; Competition; *Educational Attainment; Eligibility; *Extramural Athletics; Football; Higher Education; Institutional Mission; Program Development; Standards; Student Educational Objectives
IDENTIFIERS- National Collegiate Athletic Association; Time to Degree

This volume offers a critical analysis of how college athletic programs can contribute to the mission of a university in meaningful ways that reach beyond their roles in providing revenue and entertainment. The emphasis is on practices in college athletics at institutions in the National Collegiate Athletic Association (NCAA) Division I, particularly in the sports of football and basketball. The text explores the history of athletic programs within higher education institutions, and then offers a philosophical rationale for setting a new standard against which the success of college athletic programs should be measured. Rather than focusing on the level of funds generated, or on the number of championships won, this new standard offers a basis for determining how successful a college athletic program is in helping the

ED 411 752 HE 030 527

Sedlacek, William E.; Helm, Edward G.; Prieto, Dario O.
The Relationship between Attitudes toward Diversity and Overall Satisfaction of University Students by Race.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Asian Americans; Black Students; College Freshmen; College Juniors; Correlation; Cultural Awareness; Cultural Differences; *Diversity (Student); Dormitories; Factor Analysis; Higher Education; Hispanic Americans; Minority Groups; Models; Racial Bias; *Racial Relations; State Universities; *Student Attitudes; *Student School Relationship; White Students
IDENTIFIERS- African Americans; *University of Maryland College Park

This study examined the relationship between perceptions of diversity and overall satisfaction in students at the University of Maryland at College Park. An anonymous 100-item questionnaire on cultural attitudes and climate was mailed to first and third year students, with mail and phone call follow-ups resulting in an overall return rate of 60 percent (N=566). Results were factor analyzed using principal axis factor analysis and varimax rotation. Factor scores and Pearson correlations were calculated. Among the study's findings were: comfort in cross cultural situations and respect for other cultures correlated with overall satisfaction for all students; the more Asian Americans, Hispanic Americans and Whites were aware of diversity and changing their behavior accordingly, the less satisfied they were with University of Maryland College Park (UMCP); awareness of diversity was not related to overall satisfaction for African Americans; how comfortable African Americans and Hispanic Americans were with their own culture correlated positively with their overall satisfaction while the relationship was not significant for Asian Americans or Whites. For all groups, overall satisfaction was positively related to fair treatment by students and teachers, comfort in cross-cultural situations, and respect for other cultures. Negative correlations were found between satisfaction and perception of racial tension and lack of support. A slight positive correlation was found between awareness of diversity and satisfaction for African Americans, but these were negatively correlated for Asian Americans, Hispanic Americans and Whites. Results were analyzed in terms of several theoretical models. Tables provide detail on study participants and the statistical analysis. (Contains 22 references.) (BF)

ED 411 753 HE 030 528

Eiche, Keith; Sedlacek, William E.; Adams-Gaston, Javaune
An Exploration of Leadership Characteristics in College Athletes.
PUB DATE- 97
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Athletes; *College Freshmen; Correlation; Counseling; Definitions; Factor Analysis; Higher Education; Leadership; *Leadership Qualities; Role Models; Student

utilization by type: classrooms, labs, academic departments, graduate student offices, administrative offices, libraries, physical education, maintenance, and student and central services. Six appendices define space categories, list and define input measures, present a program classification scheme, note Council of Ontario Universities (COU) space standards, and list COU space standards and planning publications. (CH)

ED 411 769 IR 018 200

Garmer, Amy Korzick; Firestone, Charles M.
Creating a Learning Society: Initiatives for Education and Technology. A Report of The Aspen Institute Forum on Communications and Society.
PUB DATE- 96
NOTE- 93p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Computer Assisted Instruction; Cooperative Programs; Educational Development; Educational Environment; Educational Needs; *Educational Technology; Elementary Secondary Education; Equal Education; Information Services; *Instructional Innovation; Lifelong Learning; Professional Development
IDENTIFIERS- Technology Integration

The Aspen Institute's Forum on Communications and Society (FOCAS) is a group of chief executive officers or their equivalents from business, government and the nonprofit sector who meet annually to suggest innovative ways that business, government, and the nonprofit sector can collaborate to use communications and information goods and services for the betterment of society. This report incorporates the work of FOCAS members and their representatives to address specific issues of technology in the K-12 classroom, as well as broader issues of lifelong learning and technology outside the classroom. In particular, the report offers a range of initiatives for overcoming the barriers to funding the implementation of technology in schools and training teachers how to integrate technology in the classroom. Emphasis is placed on the creation of incentives for students and educators to use technology to enhance learning. The body of the report is divided into three main sections. The first section discusses learning and technology; the changing paradigm for learning; the challenge of universal access; the potential of educational technology; technology needs of American schools; barriers to equitable access; and the need for collaboration. The second section focuses on promoting equitable access to technology in the classroom; critical issues of funding; networking the classroom; creating a responsive local technology demand and delivery system; teacher support and training; and promoting public support. The third section discusses technology and learning outside the classroom; the need for a new learning environment; barriers to lifelong learning; public attitudes toward education/learning; the role of technology; developing community-based resources for learning; and building a society that values lifelong learning. Appendices include Societal Goals Working Group Report, FOCAS representatives and resources, and the Aspen Institute Communications and Society Program. (AEF)

ED 411 770 IR 018 541

CNN Newsroom Classroom Guides. August, 1997.
PUB DATE- 97

Benedict, Marjorie A.
Costs and Benefits of Faculty Status for Academic Librarians: State University of New York Librarians' Perceptions.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Libraries; Costs; *Employment Practices; Employment Qualifications; Evaluation Criteria; Higher Education; *Librarian Attitudes; Librarians; *Library Surveys; Promotion (Occupational); Questionnaires
IDENTIFIERS- *Faculty Status

Surveys conducted in 1982, 1989, and 1992 studied librarians' perceptions of the costs and benefits of faculty status. Respondents from eight campuses representing four types of institutions of the State University of New York system rated eight criteria from the Association of College and Research Libraries "Standards for Faculty Status of College and University Librarians" as costs or benefits. A majority of the participants perceived all of the criteria as benefits. An additional question, "In general, for you as an individual, do the benefits of faculty status outweigh the costs?" also elicited positive responses from a majority of the respondents. The results of these surveys suggest that librarians having faculty status value faculty status and believe that its costs outweigh its benefits. A major concern of the librarians with negative or mixed feelings about faculty status appears to be conditions of employment that often conflict with the librarians' needs and desires to achieve goals related to scholarly and professional activities. Appendices present demographic data and an abstract of the 1989 questionnaire. (Contains 43 references.) (Author)

ED 411 789 IR 056 483

Literature Connections: The Teacher and Teacher-Librarian Partnership.
PUB DATE- 91
NOTE- 180p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum Development; *English Curriculum; Foreign Countries; *Information Literacy; Language Arts; Learning Resources Centers; *Librarian Teacher Cooperation; Library Planning; Library Services; Program Development; *School Libraries; Teaching Methods
IDENTIFIERS- *Resource Based Learning

This book is designed to help teachers, teacher-librarians, administrators, and district staff create a literature program that integrates literature within the context of resource-based learning. The book is organized into three sections. Part 1: "Critical Components of Learning through Literature" discusses in detail how each of the components vital to learning through literature may be implemented in a library resource center program by teachers and teacher-librarians as they plan and teach together. These critical components identified in Part 1 are intrinsically tied to three essential focuses of a

ED 411 808 IR 056 635

Miido, Helis
Library Users: How They Adapt to Changing Roles.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrators; Automation; Computer Software; Foreign Countries; Hypermedia; Information Retrieval; *Information Technology; Integrated Library Systems, *Librarians; Library Administration; *Library Automation; Library Development; *Library Technical Processes; Medical Libraries; Multimedia Materials; Online Catalogs; Online Searching; Role; Special Libraries; *User Satisfaction (Information); *Users (Information)
IDENTIFIERS- France; Technology Implementation

Traditional library tasks, for example database searching, are increasingly performed by library users, forcing both the librarian and the user to assume at times dichotomous roles of teacher and student. Modern librarians install new software and guide organizations in multimedia applications. Librarians need to be cognizant of the human factor, and how library users adapt to their changing role as information providers. This paper describes the automation experience of a medical library in France. The library implemented Windows NT as the library server, running applications such as KR ScienceBase and OPAC (Online Public Access Catalog), and automated interlibrary loan, book ordering, and serials. This paper describes the automation process at the International Agency for Research on Cancer (IARC), it looks at the effect of automation on end-users in terms of applying new retrieval methods, sources and dissemination techniques, and improving efficiency and cost effectiveness. Automation increased the prestige of the library in the eyes of library users. The library was seen to be better organized, more reliable, and technically knowledgeable. The degree of success in automating library systems depends on how much the scientist needs the system, and the organizational structure and management style of the library administrators and faculty. User adaptation depended on previous exposure, need to use the system, ease in using the system, direct incentives, and historical management tenets. (Contains 14 references.) (Author/SWC)

ED 411 809 IR 056 636

Allen, Gillian
Disintermediation: A Disaster or a Discipline?
PUB DATE- 96
NOTE- 5p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Information Dissemination;

Web for scientific and technical publication is clear, but the structure of the Web and current modes of use also raise difficult issues, and in the conclusion of this paper, the impact of electronics on the publishing process itself is addressed. (Contains 19 references.) (Author/AEF)

ED 411 826   IR 056 653

Voigt, Kristina; Benz, Joachim; Bruggemann, Rainer
The Internet as an Information Source for Environmental Chemicals--First Results of the Evaluation of the Meta-Database of Internet Resources.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Databases; *Environmental Research; *Evaluation Criteria; Evaluation Methods; Foreign Countries; Information Sources; *Internet; Online Searching; Online Systems; Resource Allocation; User Needs (Information)
IDENTIFIERS- *Environmental Chemistry; University of Kassel (Germany)

An evaluation approach using the mathematical method of the Hasse diagram technique is applied on 20 environmental and chemical Internet resources. The data for this evaluation procedure are taken out of a metadatabase called DAIN (Metadatabase of Internet Resources for Environmental Chemicals) which is set up by the GSF Research Centre for Environment and Health and the University of Kassel. The following are chosen as evaluation criteria: search possibilities in Internet resources; quality of resources; number of chemicals in the resource; identification parameters for chemical substances; and information parameters for chemical substances. The 20 Internet resources are ranked with these five different evaluation criteria using a six-figure scoring system. A Hasse diagram is set up and discussed. A further analysis shows that the criterion "information parameters for environmental chemicals" is the most important one in this ranking procedure. (Contains 14 references.) (Author)

ED 411 827   IR 056 654

Ritchie, Ian
New Media Publishing.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; *Electronic Publishing; Foreign Countries; Futures (of Society); *Information Industry; Information Networks; *Information Technology; Periodicals; Publications; Scholarly Journals; Technological Advancement; Telecommunications

adult literacy and basic education (ALBE), vocational education and training, and English as a Second Language (ESL): "The Shifting Boundaries of Adult and Vocational Education" (Jennifer Angwin); "Editorial: Shifting Boundaries: Education beyond the School" (Jennifer Angwin, Lindsay Fitzclarence, Russell Matthews); "Case Studies in Teaching Critical Literacy to Adult NESB Non-English Speaking Background Students" (Adrian Fitzgerald et al.); "Back to the Margins? The New Scenario for Adult Literacy and ESL" (Jill Sanguinetti, Christine Riddell); "Needs Analysis in the Adult ESL Classroom" (Jill Banforth); "Adult Education and Training" (Jennifer Angwin, Rod Maclean, Jill Sanguinetti); "Reporting on Student Research into Adult Literacy" (John Hodgens); "ALBE/ESL and the Net" (Bill Daly); "Cultural Narratives of Ageing or How Old Is the Adult in Adult Education?" (Barbara Kamler); and "Adam's Story" (Pamela Bartholomaeus). Daly's article includes a 24-item annotated list of websites useful to ESL and ALBE practitioners. (MN)

ED 411 393 CE 074 539

Isaacs, Jeremy J.; Borgen, Fred H.; Donnay, David A. C.; Hansen, Tara A.
Self-Efficacy and Interests: Relationships of Holland Themes to College Major.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; Correlation; Higher Education; *Interest Inventories; *Majors (Students); Multivariate Analysis; *Predictive Validity; Predictor Variables; *Self Efficacy; Theory Practice Relationship; *Vocational Interests
IDENTIFIERS- *Hollands Theory of Occupational Choice; Strong Interest Inventory; Univariate Analysis

The relationship between self-efficacy/interests and college major was the focus of a study. A sample of 760 midwestern college students reported their present college major on a demographic questionnaire and completed either the research version of the 1994 Strong Interest Inventory (SII) or the actual 1994 SII and the 1996 Skills Confidence Inventory (SCI). The students were divided into six groups based on categories of college majors that were formulated by using Holland's six general occupational themes (GOTs): realistic, investigative, artistic, social, enterprising, and conventional. Twelve univariate analyses of variance were used to determine the extent to which the GOTs and the six general confidence themes (GCTs) included on the SCI contributed to the separation of students into six groups. F ratios were calculated to determine significance, and Wilks' lambdas were calculated at the univariate level to determine effect sizes for each GOT and GCT. Results suggest that self-efficacy and interests are related to college major in accordance with Holland's typology. The six SII GOTs and the six SCI GCTs predicted Holland majors. Combined, the GOT and GCT have even greater discriminant power. (Contains 12 references) (MN)

ED 411 394 CE 074 591

Clark, Donald M.
Industry and Education Need To Establish a School-to-Work

in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in community health; (2) strand rationale and philosophy and strand organization for community health; (3) planning for instruction for career and technology studies and for community health courses; (4) module curriculum and assessment standards for introductory level community health competencies; (5) module curriculum and assessment standards for intermediate level community health competencies; (6) module curriculum and assessment standards for advanced level community health competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guides. Modules cover the following broad topics: family dynamics, child development and care, home care, personal safety, health issues, marriage, volunteerism, day care, anatomy, complementary therapies, first aid, parenting, aging, pre- and postnatal care, challenged individuals, mental health, and medical technology. (KC)

ED 411 410   CE 074 691

Construction Technologies. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 438p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Building Trades; Career Development; *Competence; Competency Based Education; Construction Industry; *Construction Management; *Construction Materials; *Construction (Process); *Course Content; Course Organization; Flooring; Foreign Countries; Integrated Curriculum; Roofing; Secondary Education; Site Development; State Curriculum Guides; Structural Building Systems; *Structural Elements (Construction); Teaching Guides; Teaching Methods; Technology Education; Vocational Education
IDENTIFIERS- *Alberta

With this Career and Technology Studies (CTS) curriculum guide, secondary students in Alberta can do the following; develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in construction; enhance employability skills, especially in construction industries; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the construction technologies strand contains 46 modules that define what a student is expected to know and be able to do (competencies). The guide is organized in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale and philosophy and strand organization for construction technologies; (3) planning for instruction for career and technology studies and for construction technology courses; (4) module curriculum and assessment standards for introductory level construction technologies competencies; (5) module curriculum and assessment standards for intermediate level construction technologies competencies; (6) module curriculum and assessment standards for advanced level construction technologies competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and

Malaysia: A Critical Review" (Chan Lean Heng); "General Outline for the Frame of Gender Training in Political and Trade Union Fields" (Miriam Berlak); "Political Participation and Citizenship in Cambodia" (Nanda Pok); "Women and Political Participation: Challenges from the National Coalition of Nicaraguan Women" (Malena de Montis); "Changing Mrs. Khosa's Reality: The Challenge for Adult Education in South Africa" (Shirley Walters); "Empowering Grassroots Women for Social Transformation" (Grace Noval); "Challenges for Women Learning from the Standpoint of the Latin American Seminar on Nonformal Education with Women" (Miryan Zuniga E.); "Women's Movement in Latin America and the Caribbean: 'Exercising Global Citizenship'" (Celia Eccher); "The Key Issue of Safety for Empowering Women through Adult Education" (Gillian Marie); "Reflections on Education of Migrant Women" (Caridad Tharan); "'Ministry of Manpower? Man-Power? Mum, Does That Mean Men Are More Powerful than Women?': Sharing Experiences in Gender Training in Education" (Sheila Parvyn Wamahiu); "Women and Adult Learning, Challenges to the Women's Movement" (Varda Muhlbauer); and "Themes, Dreams, and Strategies: Some Reflections on the Chiangmai Seminar" (Joyce Stalker). A list of contributors is appended. (YLB)

ED 411 427   CE 074 747

Leech, Irene E., Ed.
American Council on Consumer Interests Annual Conference (43rd, Salt Lake City, Utah, April 2-5, 1997).
PUB DATE- 97
NOTE- 271p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021),Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Adults; College Students; *Consumer Economics; *Consumer Education; Consumer Protection; Credit (Finance); Cultural Differences; Decision Making; Developed Nations; Developing Nations; Divorce; *Economic Impact; Employed Women; Foreign Countries; Home Management; *Merchandise Information; Microeconomics; *Money Management; Older Adults; Purchasing; Racial Differences; Retirement; Self Employment; Volunteers
IDENTIFIERS- Japan; South Korea; Taiwan

This annual publication contains 66 presentations, poster sessions, papers, and panel and workshop sessions. Invited and refereed papers are as follows: "View from the States" (Humphrey); "Consumer Policy Perspectives" (Byrne); "Consumers' Response to Credit Card Solicitations" (Hogarth, Shue); "Welfare Impact of Apparel Price Increases" (Fan et al.); "Consumer Satisfaction with Vehicle Leasing" (DeVaney, Bechman); "Why We Need Economic Insights to Know What's Good for Us" (Morgan); "Economic Impact of Widowhood in the 1990s" (Holden, Zick); "Beyond Control? Understanding Consumer Behavior Using a Measure for Consumer Locus of Control" (Busseri et al.); "Who Leaves the Farm?" (Kolodinsky, Pelch); "Paid and Unpaid Contributions of Wives to Family Businesses" (Rowe, Hong); "Retirement Savings of Nonfarm Self-Employed Workers" (DeVaney et al.); "Consumption Patterns of Asian-Canadians and Canadian-Born" (Sharpe, Abdel-Ghany); "Chinese Adolescent Consumer Socialization" (Cao et al.); "Decision-Making Styles of Young-Adult Chinese Consumers" (Fan et al.); "Experiential Consumption" (Friedman); "Indicative Measures of Health Risk Information on Fat and Cholesterol for U.S. and Japanese Consumers" (Kim, Chern); "Economic Security Issues of

Education; Postsecondary Education; *School Business Relationship; *School Community Relationship; Service Learning; Tech Prep; Technical Education; Work Experience Programs

This glossary defines 67 terms that comprise a "common language" for those involved with the school-to-work approach to learning. Where possible, definitions are pulled from the School-to-Work Opportunities Act. Generally, most definitions are derived from the meanings the terms have acquired through use. The more complex definitions are illustrated with examples. The terms, in alphabetical order, are as follows: adopt-a-school; all aspects of industry; all students; apprenticeship; benchmarking; block scheduling; career academy; career days/career fairs; career exposure; career major/pathway; career map; clinical experiences; compact; connecting activities; consortium; contextual learning; curriculum alignment; disability; dual enrollment; entrepreneurial projects; general track; Goals 2000; high performance workplace; high school completion; integrated curriculum; international benchmarks; internships; job rotation; job shadowing; labor market area; learning objectives, performance measures, and performance standards; local partnership; mentors; National Skill Standards Board; nontraditional occupation and employment; occupational cluster; on-the-job training; portfolio; private career school; Secretary's Commission on Achieving Necessary Skills (SCANS); school-sponsored enterprise; school-to-work coordinator; School-to-Work Opportunities Program; school tutors; service learning; skill certificate; skill standard; state educational agency; team-teaching; tech prep; technical education; thinking skills; work-based learning; and youth apprenticeship. (YLB)

ED 411 445   CE 074 772

Stenstrom, Marja-Leena
Educational and Gender Equality in Vocational Education. The Case of Commercial Education in Finland. Research Reports 1.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Aspiration; Career Choice; Cultural Background; *Educational Change; Educational Discrimination; *Equal Education; Foreign Countries; Occupational Aspiration; Postsecondary Education; Proprietary Schools; Sex Differences; *Sex Fairness; *Social Background; *Vocational Education; Womens Education
IDENTIFIERS- *Finland; Polytechnics

A study described social and gender equality in vocational education, particularly in commercial education, and in working life in Finland. It reflected on educational equality in Finland as a factor in the reforms of vocational education carried out in the 1980s and 1990s and on the link between educational equality/inequality and educational recruitment patterns. To achieve equality, the scope for choice available to students was extended and a two-step selection process was established, where students chose a field of study and, after a year of studies, a specialization line and the level of their further studies. Concepts central to the study were educational and gender equality, social closure, cultural capital, and individualization. Data sources included follow-up studies of the 1980s reform of upper secondary vocational education and of the polytechnics experiment carried out in the 1990s. Results indicated that a later choice of occupation did not eliminate

Welfare Reform. Helping the Least Fortunate Become Less Dependent. Children of Poverty: Studies on the Effects of Single Parenthood, the Feminization of Poverty, and Homelessness. A Garland Series.
PUB DATE- 97
NOTE- 211p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Basic Education; Employment Problems; Employment Programs; Federal Programs; *Job Skills; *Job Training; *Policy Formation; Poverty Programs; *Public Policy; Unemployment; Wages; *Welfare Recipients; Welfare Services
IDENTIFIERS- *Job Opportunities and Basic Skills Program; *Missouri

This book provides background for evaluating public policy choices in the area of welfare reform. Although it focuses on Missouri's Job Opportunities and Basic Skills (JOBS) program, it incorporates and compares national data and it raises the same fundamental questions about the fate of welfare in the United States. The eight chapters of the book are as follows: (1) Introduction (including scope and methodology of the study); (2) Welfare and Welfare Reform--The Historical Perspective; (3) Poverty and Public Assistance--The Theoretical Perspective; (4) The Family Support Act of 1988, JOBS; (5) JOBS--Characteristics of Participants; (6) JOBS--Are the Participants Better Off? Are the Taxpayers Better Off? (7) Recent Developments, 1993-1996--Meaningful Reform or Political Symbolism?; and (8) Summary and Final Thoughts. The book includes 34 tables of statistics on the welfare population, JOBS programs, and earnings; a bibliography contains 147 references. (KC)

ED 411 463 CE 074 812

Ohio's Economic Advantage. Enhancing Workforce Performance. Improving Business Results. Increasing Global Competitiveness.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; College Programs; Continuing Education; Cooperative Programs; *Education Work Relationship; Educational Needs; Job Skills; *Job Training; *Outcomes of Education; Postsecondary Education; Program Effectiveness; *Retraining; *School Business Relationship; Staff Development; *State Programs; Two Year Colleges
IDENTIFIERS- *Ohio

This booklet contains 36 one-page "success stories" that reveal how the two-year colleges and the vocational and adult education system in Ohio are responding to business and industry needs with innovative problem solving and effective partnerships. Each profile includes a challenge, a solution, results, and comments from business persons that were helped by programs of the colleges or the vocational and adult educational system. Subjects of some of the programs profiled include the following: improving quality and productivity through statistical process control training; reducing overtime and scrap costs by assessing high-tech skills; improving productivity through employee cross-training; increasing the availability of trained automotive technicians; overcoming barriers to employment in rural southwest Ohio; improving

PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Accountability; Counseling Psychology; Counselor Educators; *Counselor Evaluation; Counselor Performance; *Counselor Training; Evaluation Needs; Outcomes of Education
IDENTIFIERS- Counselor Supervisors; *Scoring Rubrics

As the counseling profession continues to refine its ethics and standards of practice, assessment methods that can provide psychometrically sound methods of judging the competence of clinical performance become essential. However, the recurrent use of the word "evaluation" in supervision literature implies a negative hierarchical relationship. Subsequently, a new way to assess counselors-in-training is presented in this paper, with an emphasis on the use of alternative assessments as a means for supervisors and trainees to compare clinical performance to the criteria of professional standards. The central themes here include accountability in counselor training programs, shifting from evaluation to assessment, incorporating alternative methods of assessments in supervision, and discussing a scoring rubric to enhance assessment reliability. The scoring rubric, it is claimed, can provide concrete examples of how performance levels on a given criteria are defined and, thus, improve self evaluation, professional growth, and motivation. It should also help counseling supervisors' interaction with trainees by providing a more positive and objective form of supervision. Guidelines for rubric development are offered; a 15-step process to develop rubrics for scoring the clinical performance of counselors-in-training is outlined in the appendix. Details on scoring are also provided. Contains 25 references. (RJM)

ED 411 482 CG 027 990

Leon, Marjorie Roth; Lynn, Tracey; McLean, Patricia; Perri, Lynn
Age and Gender Trends in Adults' Normative Moral Reasoning.
PUB DATE- 97
NOTE- 42p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; Affective Behavior; *Age Differences; Attitudes; *Moral Issues; *Moral Values; Prosocial Behavior; School Psychologists; *Sex Differences; Teacher Behavior; *Trend Analysis; Values
IDENTIFIERS- *Moral Reasoning; Normative Statements

The construct of moral reasoning may be conceived of as having a dualistic nature, with moral decision-making termed either empirical morality or normative morality. Although it has been tacitly assumed that normative moral values can be inferred from empirical morality methods of investigation, there exists data to suggest that this may not be the case. To investigate this claim, the components of adults' normative moral reasoning and rationales for moral choices were examined. Participants included 20 younger adults (age 20-29), 19 middle-aged adults (age 30-49), and 15 older adults (age 50-80). All of the subjects stated definitions and reasons for being a good/bad person and taking/avoiding good/bad actions. Persons were judged primarily by justice and secondarily by care concerns. Results indicate that the concept of normative morality is complex, consisting not just of global, undifferentiated care admission requirements, graduation requirements, clinical experience required in clock hours, and placement settings of graduates in the first year after completion of the program. Statistical treatment was performed on the 522 administrative units so as to provide comparisons with prior data and to ease the task of comparing individual programs. Programs are separated by specialties and a chapter is devoted at the master's and at the doctoral level for each specialty. Includes a subject index and a faculty index.(RJM)

ED 411 501 CS 012 915

Ediger, Marlow
Issues and Technology Use in Reading Instruction.
PUB DATE- 97
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Computer Attitudes; Computer Literacy; Computer Mediated Communication; Computer Software; *Computer Uses in Education; Elementary Secondary Education; *Internet; Learning Strategies; *Reading Instruction; Reading Skills; Student Needs; Teaching Methods
IDENTIFIERS- *Learning Environment; *Technology Integration

Technology has been making rapid strides since its inception in the school curriculum. In 1970, four kinds of software were available for use in reading instruction, although they were criticized for deficiencies. Throughout the 1980s, the number of schools having computers and sufficient software increased. Advantages in using computers in reading instruction are numerous--problem solving in reading may be stressed rather than older simulation programs of instruction. Quality programs in phonics instruction can assist pupils to move forward in small sequential steps; other programs stress critical thinking. On the Internet, pupils may look for and read content in depth. Use of the Internet will revolutionize reading instruction. Information for reading may come from different nations, and diverse methods of teaching reading will be shared increasingly among educators. In expanding the learning environment to include databases, computer networks, and other library resources throughout the world, the Internet makes it possible for pupils to shape their own education. A multimedia approach used in the teaching of reading assists in relating what is taught in reading to other curriculum areas such as science, social studies, literature, and mathematics. (Contains nine references.) (CR)

ED 411 502 CS 012 917

Lane, Karen Sue
An Analysis of the Effects of Peer Tutoring on Spelling in a Second Grade Classroom.
PUB DATE- 97
NOTE- 58p.; M.A. Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- *Cross Age Teaching; Elementary Education; Grade 2; Grade 6; Instructional Effectiveness; *Peer Teaching; *Spelling Instruction; Student Attitudes
IDENTIFIERS- West Virginia (Raleigh County)

A study examined whether cross-grade peer tutoring increased

IDENTIFIERS- *Folktales

This unit is designed as a planning guide for a literature-based approach to teaching reading, writing, vocabulary, and reasoning. It serves as a model to reinforce the important aspects of literacy through a literature-based approach in which children read authentic literature and engage in authentic tasks relative to that literature. The unit includes lessons and suggestions which can be supplemented with teachers' own ideas and other folktale choices. The four selected folk tales presented in picture book form are used to show different types of folktales and important characteristics that are basic to all folktales. Sections of the book are: (1) Activities to Enhance an Appreciation of Literature; (2) Areas of Literacy Development; (3) The Workshop Approach; (4) Three Types of Workshops; (5) Letting the Literature Guide Your Selection; (6) Workshops 1-11; and (7) Other Activities. Contains five figures; an activity guide is appended. (CR)

ED 411 522 CS 215 970

Brown, Virginia S.; Marzano, Robert J.; Paynter, Diane E.
Teaching Diversity through the Book "Animals Animals." Literacy Plus.
PUB DATE- 92
NOTE- 50p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Childrens Literature; Class Activities; Classroom Techniques; *Cultural Differences; Elementary Education; Learning Activities; Lesson Plans; *Literacy; *Literature Appreciation; Reading Instruction; Teaching Guides; Thematic Approach; Thinking Skills; Vocabulary; Writing Instruction

This unit is designed as a planning guide for a literature-based approach to teaching reading, writing, vocabulary, and reasoning. The subject of diversity is taught using Eric Carle's "Animals, Animals." Carle's illustrated anthology of poetry captures the similarities, the differences, and the wonder of animals. In this unit, the poetry collection on animals serves as a vehicle for also exploring the diversity among people. Sections of the unit include: (1) Activities to Enhance an Appreciation of Literature; (2) Areas of Literacy Development; (3) The Workshop Approach; (4) Three Types of Workshops; (5) Letting the Literature Guide Your Selection; Workshops 1-12, including Meaningful Use of Knowledge; and (6) Other Activities. Includes six figures; an activity guide and sample forms are appended. (CR)

ED 411 523 CS 215 976

Hartnett, Carolyn G.
A Functional Approach to Composition Offers an Alternative.
PUB DATE- 97
NOTE- 5p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Journal Articles (080)
DESCRIPTORS- Classroom Techniques; Cultural Context; *English Instruction; Error Correction; Higher Education; Instructional

value, are suggestive rather than prescriptive--the goal is to help teachers see their practice in a new way. Of particular interest is the discussion of teacher affect/effect. Both the issue of the "Pygmalion effect" (students becoming better because the teacher believes they are) and the more common opposite, the "golem effect" (students becoming less capable because their teachers view them that way) are considered. (NKA)

ED 411 542 CS 216 009

Johannessen, Larry R.
Making the Write Connections: Thinking and Writing across the Curriculum.
PUB DATE- 97
NOTE- 44p.; Multi-District In-Service Program presented for Lake Mills Area School District, Lake Mills, WI.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; Classroom Environment; Learning Activities; *Persuasive Discourse; Secondary Education; *Thinking Skills; *Writing across the Curriculum; Writing Assignments
IDENTIFIERS- *Thinking Across the Curriculum; Writing Thinking Relationship

Noting that the process of making and supporting generalizations and argumentation are two thinking strategies that cut across almost every subject area, this paper presents several class activities designed to improve students' ability to make and support generalizations and produce arguments in a written (or oral) composition. The first activity in the paper helps students begin to understand what a generalization is and how to generate and support it. The next two activities in the paper address urban crime legends. Another activity in the paper involves charts, graphs, and Olympic records. The paper then presents a writing assignment designed to test what students know and do not know about argumentation, and it also presents an activity designed to get students involved in arguing and counter-arguing in an encouraging and non-intimidating environment using cases that present complex problems with no easy solutions. Next an activity is presented involving refutation or counter-arguments--one of the most difficult skills for students to master. The paper concludes that providing a variety of activities that encourage students to practice these strategies in different situations and with a variety of materials will help students learn how these thinking skills apply in a variety of subject areas. An appendix contains reading materials for many of the activities, data on urban crime and Olympic records, and sample student essays. Contains 69 references. (RS)

ED 411 543 CS 216 012

Delaney, Elizabeth M.; Ezell, Sara S.; Solomon, Ned A.; Hancock, Terry B.; Kaiser, Ann P.
The KIDTALK Behavior and Language Code: Manual and Coding Protocol.
SPONS. AGENCY- National Inst. of Child Health and Human Development (NIH), Bethesda, MD.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.

IDENTIFIERS- *Anticipatory Socialization; Communication Behavior; Interviewers; Theoretical Orientation; *Uncertainty Reduction

This literature review examined the practical application of uncertainty reduction by describing how employment interview behaviors inform existing theory. The review cites C. R. Berger and R. J. Calabrese (1975) whose research proposes that strangers gather information to increase predictability or explanation of each other's behavior. F. M. Jablin (1987), whose research suggests that the interview serves as a job preview that helps applicants prepare to enter an organization is also cited. The first section of the literature review summarizes what is known about communication behaviors within the interview. The second part describes anticipatory socialization and how it relates to the employment interview. The third section examines uncertainty reduction in detail and shows how this interpersonal communication theory is useful for explaining interviewing behaviors. The final part offers suggestions for both interviewers and applicants. It is concluded that uncertainty reduction theory and anticipatory socialization research generally suggest a more balanced, conversational interaction that provides an exchange of accurate information concerning the organization, interviewer, and applicant. Contains 59 references. (Author/NKA)

ED 411 563   CS 509 604

Cella, Catherine
Great Videos for Kids: A Parent's Guide to Choosing the Best.
PUB DATE- 92
NOTE- 171p.; Foreword by Shelley Duvall.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Childhood Interests; Educational Media; Elementary Education; *Films; Instructional Materials; Middle Schools; *Parent Participation; Preadolescents; *Videotape Recordings; Young Children
IDENTIFIERS- *Entertainment; Family Communication

Intended to help parents with the dilemma of how to wade through the video deluge, this guide provides complete and informative reviews of the best videos for youngsters of all ages. Each listing includes the company that produced the video, the video's running time and recommended viewing age, as well as a synopsis and critical commentary. All of the over 450 titles are arranged by the following categories for quick reference: Animation; Book-based; Educational; Family Topics; Folk and Fairy Tales; Holidays; Instructional; and Music. Those videos the guide considers the best are awarded a "gold star." The guide also lists the best first videos for toddlers, the best sing-along videos, videos to prepare for the first day of school, and the best names to look for in "kidvid"--those companies that consistently produce excellence. The guide's criteria were that, in addition to meeting certain production standards, videos had to entertain both the reviewer and the kids themselves. A "how-to-use-this-book" section opens the guide. (NKA)

ED 411 564   CS 509 605

Lively, Malcolm
Teaching Students How To Read Fear Appeals Critically.

funded under the Governors' DFSCA program. Of specific interest was the portion of the Governors' fund that targets services to high-risk youth. Data were gathered through site visits to a total of 25 local projects in 10 states and through interviews with project staff, officials in the project's host organization, project evaluators, community members, project participants, and parents. Part 1 contains a cross-state and cross-site synthesis of key findings. The state-level discussion examines state factors such as policies, priorities, funding practices, and other issues that appear to affect decision-making regarding funding and activities of local projects. The project-level synthesis summarizes effective strategies to reach high-risk youth and reviews the challenges faced by community-based organizations and individuals as they attempt to implement effective services for specific types of high-risk youth. Effective programs were characterized by intensive and extensive interventions, services targeted on particular groups, the provision of "safe havens," an emphasis on parental involvement, collaborative relationship with schools and other community services, and services offered in the places most frequented by youth. Part 2 contains profiles of the projects visited. Each profile contains an overview, the project's rationale, a description of participants, services, and activities; a discussion of the project's funding and staffing; a review of program evaluations; and a summary. One table is included. (LMI)

ED 411 582 EA 028 615

Busch, Carolyn; Tychsen, Anita
The State of Wisconsin School Finance in 1996-97.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Court Litigation; Educational Equity (Finance); *Educational Finance; Elementary Secondary Education; *Equalization Aid; *Finance Reform; Fiscal Capacity; Fiscal Neutrality; *State Aid; *State Government; State Legislation; *Tax Allocation; Tax Effort
IDENTIFIERS- *Wisconsin

During 1996-97 each of the three branches of Wisconsin State government--the judiciary, the executive, and the legislative--experienced substantial activity regarding educational finance policies. After describing Wisconsin's current school-finance system, this paper examines Wisconsin school finance based on the 1996-97 actions of the judiciary, executive (Governor and Superintendent of Public Instruction), and legislature. In particular, the paper evaluates the depth and breadth of changes proposed or made to the state's school-finance system. A conclusion is that school finance continues to be a salient issue in Wisconsin; however, the "marginal" aspects receive the most attention. The reorganization of the Department of Public Instruction, which would have fundamentally changed the structure of education policymaking, and school-finance cases received less press than did court activity regarding the Milwaukee School Choice Program. In addition, both and imminent danger. It also discusses issues involved in conducting various searches: locker, vehicle, strip searches; searches by various officers and searches of visitors; metal detectors; drug testing; and surveillance. The handbook provides guidelines for conducting a successful search and offers a search-and-seizure checklist for fact-gathering and analyzing the Fourth Amendment as applied to a school search. Appendices contain sample school board policies, state statutes, and an article that reviews key court cases related to school-violence policies. (Contains 11 references.) (LMI)

ED 411 601   EA 028 645

School Discipline Notebook. Revised Edition.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.; Department of Education, Washington, DC.
PUB DATE- 92
NOTE- 55p.; For previous edition, see ED 273 046.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Standards; *Compliance (Legal); Discipline; *Discipline Policy; *Discipline Problems; Elementary Secondary Education; In Loco Parentis; Juvenile Gangs; School Law; School Policy; *School Role; Special Needs Students; Student Rights; Violence

To establish effective school discipline policies, educators must understand the nature of and reasons for misbehavior, social and legal attitudes toward the school's disciplinary function, acceptable responses to disciplinary problems, and the components of effective policies. This booklet's first chapter considers the need for discipline in schools and recent trends in student behavior and national concerns about violence. The second chapter examines the changing role of the school and the application of tort law, criminal law, parental responsibility law, state constitutional law in the school setting, and local initiatives for safe schools. Chapter 3 distinguishes between criminal and noncriminal behavior, reviews appropriate sanctions for each, and discusses the school's responsibility for keeping records and developing responses to patterns of misbehavior. The chapter also defines terms used to describe criminal acts. Chapter 4 presents 10 rules to follow when developing student-discipline regulations. The fifth chapter selects typical regulations from 713 secondary-school student handbooks to provide a model code of conduct. The special problems of disciplining students in special education are considered in the sixth chapter. The final chapter lists student handbooks from around the United States; books discussing student discipline; and relevant films, filmstrips, and videotapes. (LMI)

ED 411 602   EA 028 646

Allison, Patricia A.; Demaerschalk, Dawn; Allison, Derek J.
Thinking through an Administrative Problem: Processing Differences between Expert, Average, and True Novice Responses.
PUB DATE- 96
NOTE- 32p.; Revised version of a paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).

(055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adults; *Employment Services; Evaluation Methods; Foreign Countries; *Helping Relationship; Normalization (Disabilities); Program Development; Program Implementation; *Severe Disabilities; Social Networks; *Supported Employment
IDENTIFIERS- Australia; Denmark; Italy

This guide promotes the use of natural supports to assist individuals with severe disabilities. The first two sections review the development of natural supports in the workplace, including changes in perspectives on the role of persons with disabilities, utilization issues, and the definition of natural supports. A seven-step process reflecting the development of natural supports is presented that calls for identification of need, establishing the life activity areas affected, identifying the extant networks of support, examining the natural support resources available within those networks, enabling a decision to be made as to whether existing resources will resolve the need, putting a support plan into place, and evaluating the outcomes of the support activities. The next section proposes a five-step supports and outcomes design that involves: (1) developing the person's whole life goals; (2) completing an ecological inventory of supports; (3) conducting a discrepancy analysis between the person's needed and available natural support networks and resources; (4) accessing needed supports; and (5) evaluating the outcomes from the natural support. The last two sections examine the implications of using natural supports and review how natural supports are used in the United States, Italy, Denmark, and Australia. (Contains 96 references.) (CR)

ED 411 620   EC 305 810

McGaughey, Martha J.; Kiernan, William E.; McNally, Lorraine C.; Gilmore, Dana Scott; Keith, Geraldine R.
Beyond the Workshop: National Perspectives on Integrated Employment.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, DC.
PUB DATE- 94
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Delivery Systems; *Employment Patterns; *Employment Services; Influences; *Mental Retardation; Organization Size (Groups); *Organizational Change; Participant Characteristics; Resistance to Change; *Sheltered Workshops; *Supported Employment; Surveys; Vocational Rehabilitation

This report discusses the findings of a survey that explored integrated employment services of 643 day and employment service providers for individuals with disabilities. Specifically, the survey investigated: (1) services provided; (2) the prevalence of other nonwork services; (3) funding practices related to group and individual supported employment; (4) trends in day and employment services; and (5) the influence of state practices and incentives on both segregated and integrated employment services. Key findings indicated that most providers offer a combination of facility-based services and integrated employment; the smallest agencies are less likely to provide facility-based services and more likely to focus exclusively on integrated employment; 81 percent of respondents offer individual supported employment and 62 percent provide group supported employment services, however, Severe Disabilities" (Specialradgivning for Smaborn, Roskilde amt); (4) France: "The Integration into Nursery Schools of Young Children with Special Educational Needs in the Haute-Garonne Department" (Fernande Valerie Flavier); (5) Greece: "The Integration of a Visually Impaired Child in a Mainstream Kindergarten" (Athena Zoniou-Sideri); (6) Guyana: "When There Is No Nursery School: One Response to the Challenge in the Interior of Guyana" (Brian O'Toole and Shoma Stout); (7) India: "Special Educational Needs in Early Childhood Care: An Inclusive Early Childhood Education Programme" (Indumathi Rao); (8) The Lao People's Democratic Republic: "Experiences in Provision for Children with Disabilities Using the Kindergarten Sector" (Janet C. Holdsworth); (9) Lebanon: "The Hadicat-as-Salam Programme for Special Education: Part of the Tadamoun wa Tanmia Association (Solidarity and Development); (Rita Mufarrij Merhej, Jamal Chouaib, Rima Za'za); (10) Mauritius: "Early Stimulation and Intervention in Special Needs Education: The APEIM Experience"; (11) Portugal: "Agueda's Experience: A Social Movement that Made Its History in Integrating Socially Disadvantaged Children and Groups into the Community" (Rosinha Madeira); (12) South Africa: "Education for All: A Programme for the Inclusion of Children with Disabilities and Other Special Educational Needs into Early Childhood Development Programmes" (Judy Mckenzie); and (13) United States: "Inclusion for Pre-School Age Children: A Collaborative Services Model" (Mary Beth Bruder). An appendix lists contributors' addresses. (DB)

ED 411 638 EC 305 829

Guide to Education for Students with Special Needs, 1997.
PUB DATE- 97
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Ability Identification; Conflict Resolution; Definitions; Delivery Systems; *Disabilities; Disability Identification; Educational Finance; *Educational Legislation; *Educational Policy; Elementary Secondary Education; Foreign Countries; Gifted; Health Services; Individualized Education Programs; Referral; *Special Education; Special Needs Students; State Legislation; Student Evaluation; Student Placement
IDENTIFIERS- *Alberta

This guide describes legislation, policy, and funding related to the education of students with special needs in Alberta (Canada) and outlines the province's program delivery requirements and expectations. After an introduction, the first section provides policy guidelines with excerpts from legislation concerning provincial policies and special education funding. The second section covers program delivery requirements and expectations and address school board policy and procedures, screening for early identification of special needs, referral of students with special needs, assessment, student placement, individualized program planning and implementation, program outcomes, transition planning, coordinated services for children, health-related support services, and dispute resolution and appeals. A glossary defines 13 key terms. Four appendices provide: (1) definitions of conditions included in early childhood services and special education; (2) a summary of special education funding in includes the featured articles: (1) "Making the Media a Constructive Force in Child Welfare" (Kathy Bonk), which discusses how the media and child welfare agencies can take steps to present child welfare in a way that educates the public and draws needed attention to the pressing issues of child protection; (2) "Race and Child Welfare Service: Myths, Realities, and Next Steps" (Mark E. Courtney and others), which addresses the poorer outcomes and fewer services provided for minority children; (3) "Latino Families and Child Welfare" (Robert M. Ortega and Ernest V. Nunez); (4) "Putting Federal Dollars To Work for Family Preservation and Support" (Marc Mannes), which reviews the federal Family Preservation and Support Service Program and presents case studies; (5) "Family Group Decision Making: An Internationally Replicated Alternative to Foster Care" (Lina Cramer and Lisa Merkel-Hoguin), which describes a model that fosters cooperation, collaboration, and communication between child welfare professionals and families; (6) "The Organizational Culture of Child Protective Services" (Paul Vincent); (7) "Neighbors Helping Neighbors To Protect Children" (Chuck Abel and Carol R. Rickey), which highlights a community partnership that reaches out to families who are isolated, to parents in crisis, and to families under stress; (8) "A Family-to-Family Answer to Foster Care" (Julia DeLapp); (9) "On Being a Foster Parent: Empowering Parents Is the Greatest Reward" (Cheryl Mays); (10) "Promoting Child Safety: Advice from Parents Anonymous" (Teresa Rafael), which provides four front-line practices that encourage successful family outcomes by creating partnerships between practitioners and parents; and (11) "Preventing Child Abuse: Healthy Families America" (Linda Turner), which describes a program that prevents child abuse and neglect and enhances family functioning by providing intensive parenting education and support services in families' homes. (CR)

ED 411 656 EC 305 848

MacMillan, Bob; Grimes, Michael; Filler, Bill; Norton, Christie; Cooper, Nancy; Gibson, Teresa
Cost Effectiveness of Maintaining Students with Emotional Disorders in the Public School System.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; *Behavior Modification; Case Studies; *Cost Effectiveness; Elementary Secondary Education; Emotional Development; *Emotional Disturbances; Family Involvement; *Inclusive Schools; *Integrated Services; Interpersonal Competence; Mainstreaming; Models; Public Schools; Social Cognition

This report examines the cost effectiveness of the Marchus School's 599/1261 Project, one of two programs funded by the State of California, that established an inclusive education program for 17 students with serious emotional disturbances at risk for nonpublic school placements. The project teaches academic, social, and conflict resolution skills by using a social cognitive approach that fosters healthy emotional development and academic achievement. The active support and participation of each student's family is also encouraged. "Wrap around services" provided by mental health and other agencies support the classroom staff and include services such as a one-to-one assistant, a mobile therapist who provides both instruments were also generally weak. Moderate negative correlations between language anxiety and classroom achievement comparable to that found in previous research was shown, but similar correlations did not occur between irrational thought and classroom achievement. The instruments used, and data summaries, are appended. Contains 64 references. (MSE)

ED 411 675 FL 024 724

Research, Training & Practice. Proceedings of the Macarthur Interpreting & Translation Conference (2nd, Sydney, Australia, March, 1996). Interpreting and Translation Publications Series, No. 2.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Bilingualism; *Code Switching (Language); *Courts; Cultural Context; English; Foreign Countries; *Interpretive Skills; Job Skills; Language Patterns; Language Research; Law Enforcement; Literature; Outreach Programs; Police; *Professional Development; Professional Education; Professional Training; Program Descriptions; Research Needs; *Second Languages; Sex Differences; Social Class; Spanish; Testing; *Translation; Trend Analysis
IDENTIFIERS- Australia; *Politeness

The conference aimed to provide a forum for discussion of a wide variety of issues that relate to Interpreting and Translation, to share research results, training strategies and practice experiences, and to focus on the relationship between research, training, and practice. Papers include: "What Do We on translation and interpreting include: "What Do We Mean by 'Standard' Translation" (Stuart Campbell); "Naturalising Linguistic Aliens: The Translation of Code-Switching" (Madeleine Strong Cincotta); "Nabokov's Translation of Pushkin's 'Eugene Onegin': How Should Translators Intervene Between Author, Text and Reader?" (Stuart Ferguson); "Police Failure To Use Interpreters: Issues and Consequences" (John Gibbons); "Interpreting Politeness in Court: A Study of Spanish-English Proceedings" (Sandra Hale); "On the Urgent Needs for Research on Bilingual Interpreting and Translating in the Australian Context" (Leong Ko); "Fairfield Court Community Access Project" (Carolina Lagos); "Professional Development for Practising Translators and Interpreters" (Elizabeth Lascar); "Interpreting--Race, Class, and Gender" (Kathy Laster, Veronica Taylor); "Translating 'The Light of the Capital'" (Greg Lokhart); "Translation Shifts and Their Implications" (Rochayah Machali); "'Australia Leads the World'...Or Does It?" (Uldis Egils Ozolins); and "Innovative Training and Testing Models for Interpreting and Translation" (Carol Waites, Jana Valentova). (MSE)

ED 411 676 FL 024 727

Jones, Mary Lynne
Intercultural Programs Program Evaluation.
PUB DATE- 97
NOTE- 54p.; Agenda 97-140.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Affirmative Action; *Bilingual Education Programs; Compliance (Legal); Cross Cultural Training; Cultural

thinking, intercultural communication, and student participation. The content provides cognitive and conceptual links needed for naturalistic language learning, and student participation in selection of content increases motivation. A model of content-based language teaching posits a continuous process in which evaluation of learner errors stimulates development of appropriate content-compatible language objectives. Sample content-based activities are described, including games in which students elicit information from each other to construct a script, paragraph, or chart. Guidelines for designing class activities and for adapting instructional material to student skill level are offered. Implications of the content-based approach for teaching English as a second language are outlined. Contains 17 references. (MSE)

ED 411 695 FL 024 795

Noguchi, Mary Goebel, Ed.
Japan Journal of Multilingualism and Multiculturalism, Volume 1 Number 1 and Volume 2 Number 1.
PUB DATE- 96
NOTE- 122p.; Currently published annually.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Bilingualism; Book Reviews; Case Studies; Code Switching (Language); Contrastive Linguistics; Cultural Differences; *Cultural Pluralism; Cultural Traits; English; Foreign Countries; Japanese; Language Dominance; *Language Processing; Language Research; Multicultural Education; *Multilingualism; Negative Forms (Language); North American English; Reading Instruction; Second Language Instruction; Second Languages; Writing Instruction; Writing Processes; Young Children
IDENTIFIERS- Politeness; *Questions

These two journals on multilingualism and multiculturalism include the following articles: "Japanese-English Conversational Codeswitching in Balanced and Limited-Proficiency Bilinguals" (Sandra Fotos); "Teaching Reading to a Developing Bilingual Baby: A Case Study in Three Stages" (Laurel Kamada); "A Japanese-English Bilingual Child's System of Answering Negative Questions" (Nakagawa Hitomi); "Codeswitching as a Strategy in the Process of Second Language Writing: A Preliminary Investigation" (Hara Yuko); "A Study of the Initial Codeswitching Stage in the Linguistic Development of an English-Japanese Bilingual Child" (Peter John Wanner); "Double Transitions: A Case Study of an Infant Japanese/English Bilingual" (Sachiyo Fujita Round); and "Japanese Compliment Responses: A Comparison to American English Norms" (Ueda Yoko). Abstracts are presented in both English and Japanese. Book reviews are also included. (MSE)

ED 411 696 FL 024 796

El-Koumy, Abdel Salam A.
Effects of Three Questioning Strategies on EFL Reading Comprehension.
PUB DATE- 96
NOTE- 17p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (30th, Chicago, IL, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference

*Writing Instruction; Writing Processes
IDENTIFIERS- Summarization

The workbook is designed to teach college-level writing skills to students for whom English is either the native or a second language. An introductory section for students describes the use of a concordance and provides instructions for the using the workbook. An introductory section for teachers is also included. Six instructional units address specific academic writing issues, generally in relation to a word, concept, or process, and provide exercises and writing tasks. Unit topics include: (1) stating the topics ("issue, factor, concept"); (2) referring to the literature ("evidence, research, source"); (3) reporting the research of others ("according to, claim, suggest"); (4) discussing processes undertaken in a study ("identification, analysis, criteria"); (5) expressing opinions tentatively ("may, possible, unlikely, probably"); and (6) drawing conclusions and summarizing (concluding, summarizing, "clear that, thus"). Answer keys are provided. A list of texts used in the units is appended. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 715 HE 030 434

Faculty and Civil Service Salaries, Fiscal Year 1997.
PUB DATE- 97
NOTE- 61p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; *Colleges; Economic Factors; Employment Patterns; High Schools; Higher Education; *Personnel; Private Colleges; Public Colleges; *Salaries; Special Schools; *Teacher Salaries; *Universities
IDENTIFIERS- *Illinois

This report summarizes average salaries for full-time faculty and civil service employees at public and independent colleges and universities in Illinois and the Illinois Mathematics and Science Academy (IMSA). It includes average salaries from fiscal years 1985 through 1997 and compares salaries with select economic indicators to determine how well salaries have kept up with inflation. The report also compares Illinois average faculty salaries with average faculty salaries at comparable institutions in other states as a measure of salary competitiveness with faculty peers. Salaries for IMSA faculty are compared with teacher salaries in high school districts in the Chicago metropolitan area. The report concludes that while faculty salaries in Illinois continue to grow at approximately the rate of inflation, they fall short when compared to Illinois per capita income growth. Furthermore, faculty salaries at Illinois public universities remain below those of their peers at comparable institutions in other states. An appendix describes data sources and methodologies for comparing faculty salaries. (MDM)

ED 411 716 HE 030 435

Higher Education Cooperation Act: Fiscal Year 1998 Grant Allocations.
PUB DATE- 97
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

institution meet its many challenges and educational goals. The author also includes practical suggestions and initiatives for implementing this new standard. These include making rules that are student-athlete centered and incorporating student input into the system. Elimination of athletic scholarships is also proposed and elimination of freshman eligibility for football and basketball at the varsity level. Recognizing longer typical times-to-degree, three seasons of competition with an optional fourth are proposed, to encourage student-athletes to remain on campus for five years. (Contains 90 references.)

ED 411 736 HE 030 511

Ontario Universities Benefits Survey 1994-96. Part I: Benefits Excluding Pensions and Part II: Pensions.
PUB DATE- 97
NOTE- 251p.; For the 1993-94 report, see ED 368 308.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; College Faculty; Employer Supported Day Care; Financial Services; Foreign Countries; *Fringe Benefits; *Health Insurance; Higher Education; Housing Opportunities; *Insurance; Leaves of Absence; Personnel Policy; *Retirement Benefits; Sabbatical Leaves; Tables (Data); *Teacher Employment Benefits; Tuition; Universities; Vacations
IDENTIFIERS- *Ontario

This report presents data from a survey of Ontario (Canada) universities concerning employment benefits offered in 1994-96. Part 1 covers benefits other than pensions. Tables display the information on particular benefits institution-by-institution including: administration and insurance plans, communication of benefits, proposed changes, life and dismemberment insurance, maternity leave policy, supplementary health insurance, long-term disability insurance, sick leave entitlement, sick leave-benefits continuance, long-term disability-benefits continuance, life insurance, survivor benefits, dental plans, post-retirement benefits, vacation entitlement, sabbatical leave policies, housing loan (mortgage) policies, free tuition policies, parking policies, access to athletic facilities, and day care. The institutions included are: Brock University, Carleton University, University of Guelph, Lakehead University, Laurentian University, McMaster University, Nipissing University, Ontario College of Art and Design; University of Ottawa, Queen's University, Ryerson Polytechnical Institute, University of Toronto, Trent University, University of Waterloo, University of Western Ontario, Wilfrid Laurier University, University of Windsor, and York University. Part 2, which covers the same universities, presents data on pensions offered in 1994-96. After a general summary, pension details are given for each university including: type of plan, eligibility, member contributions, university contributions, benefits, trustee, investment manager, pension committee composition, responsibility, status of unfunded liability, experience deficiency, fund performance, actuarial evaluation data, actuarial assumptions in the fund projection, indexing, portability, changes, and reciprocal agreements. (JLS)

ED 411 737 HE 030 512

Steen, Sara J., Ed.; De Angelis, Carl, Ed.
English Language & Orientation Programs in the United States Offered by U.S. Institutions of Higher Education and Private

Adjustment; *Student Attitudes; Student College Relationship; Student Development
IDENTIFIERS- Noncognitive Questionnaire; *University of Maryland College Park

This study examined the attitudes and behaviors associated with leadership qualities in 73 freshman athletes at the University of Maryland, College Park. The Sport Leadership Behavior Inventory (SLBI), the Noncognitive Questionnaire (NCQ), and the New Student Census were administered to the athletes. The SLBI was chosen to provide a definition of leadership using feedback from the team athletes' perspectives. The NCQ was used for its scale which provides an operational definition of leadership. The New Student Census was used to evaluate athletes' perceptions of leadership-related activities and attitudes. Data were analyzed using Pearson correlations and the Eta statistic. Results found that leadership scores on the NCQ were positively associated with: (1) expectation of obtaining higher grades, (2) positive expectations from the college experience, (3) decreased expressed need for emotional/social counseling, (4) increased ease of social adjustment, and (5) lower expectancy of transferring to another school. Findings suggest that positive expectations of the college experience can lead to a successful type of self-fulfilling prophecy for an athlete. Results also support previous studies of noncognitive factors associated with making good grades and have implications for advising of student athletes. (Contains 19 references.) (BF)

ED 411 754   HE 030 529

Teaching Hospital and Other Issues Related to Graduate Medical Education. Hearing before the Subcommittee on Health of the Committee on Ways and Means. House of Representatives, One Hundred Fourth Congress, Second Session (June 11, 1196).
PUB DATE- 97
NOTE- 142p.; Serial 104-83.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Educational Finance; Federal Aid; *Federal Government; Foreign Medical Graduates; Government Role; *Government School Relationship; *Graduate Medical Education; Health Occupations; Hearings; Higher Education; *Medical Schools; Nursing Education; Opinions; *Teaching Hospitals
IDENTIFIERS- Congress 104th; *Medicare; Proposed Legislation

This document reports testimony presented on Medicare financing of graduate medical education, as proposed by the Balanced Budget Act of 1995. Witnesses included: (1) Timothy M. Golddfarb, Director, Healthcare Systems (Oregon), who noted the importance of graduate medical education funding to teaching hospitals; (2) Leo P. Brideau of Strong Memorial Hospital (Rochester, New York) who was concerned with protecting the program's viability; (3) Larry Wickless of the American Osteopathic Association, who hoped for increased support for graduate osteopathic programs; (4) Spencer Foreman, who spoke on behalf of the Greater New York Hospital Association concerning the importance of international medical graduates to institutions serving poor populations; (5) William E. Jacott, who spoke for the American Medical Association, which supports changes in the graduate medical education program; (6) Patrick B. Harr, who spoke for the American Academy of Family Physicians, about the physician surplus; (7) Leslie S. Cutler, University of Connecticut Health Center, who suggested establishment of medical education consortiums; (8) Anthony M.

NOTE- 49p.; August 22nd guide not available.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; Feature Stories; *Headlines; Instructional Materials; News Media; *News Reporting; Programming (Broadcast); Social Studies; Teaching Guides; World Affairs
IDENTIFIERS- Cable News Network; *CNN Newsroom

These guides are designed to accompany CNN Newsroom, a daily 15-minute news program produced for classroom use and provided free to participating schools. Top stories include: peace talks stalled due to a suicide bombing in a Jerusalem market; inauguration of Iran's new president; UPS strike; budget agreement signed into law; news on teenage drug use; launching of space shuttle Discovery and updates on space station Mir; President Clinton's line-item veto; U.S. envoy tries to jumpstart Mideast peace process; drought in North Korea; McVeigh sentencing; E. Coli contamination in beef; tentative agreement in UPS strike; UPS strike settlement; Montserrat's erupting volcano; new allegations in facing the Teamsters Union; developments in the Tobacco industry; F. W. deKlerk resigns from politics in South Africa; Japan's government reports a 15-year old nuclear waste disposal accident; and scientists find evidence of "rivers" of gases on the sun. (AEF)

ED 411 771 IR 018 563

Crotchett, Kevin R.
A Teacher's Project Guide to the Internet.
PUB DATE- 97
NOTE- 174p.; Includes electronic version on diskette.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Computer Assisted Instruction; Computer Literacy; Educational Technology; Electronic Mail; *Elementary Secondary Education; *Internet; Learning Activities; Student Projects; World Wide Web
IDENTIFIERS- Browsing

This book is a step-by-step guide to the Internet, suggesting creative K-12 classroom projects ranging from one of the most basic Internet functions, e-mail, to one of the more difficult, writing World Wide Web homepages. Intervening chapters describe projects using Usenet Newsgroups, File Transfer Protocols (FTP), Gopher, Veronica, the World Wide Web, and Internet Search Engines. At the introduction of each chapter, basic information is given about the Internet tool that will be the primary focus for that chapter, including an overview and history of that function of the Internet. At minimum, an e-mail account is needed to implement the student projects described in this book. The suggested projects come complete with Web site addresses (in appendices) and a disk (compatible with IBM and Macintosh System 7.5 systems) that provides direct access through a Web browser to all the sites noted in the appendices. (AEF)

ED 411 772 IR 018 564

literature program: building a climate for literacy; applying current knowledge about the nature of student learning processes; and the refinement and maintenance of sound instructional practice. Part 2: "Critical Components Applied" provides teachers and teacher-librarians with nine cooperatively-planned sample unit outlines that incorporate many of the critical components identified in Part 1. Part 3: "Reference List and Notes" provides a list of those references cited in Part 1, as well as a list of notes. A Critical Components Chart at the beginning of the book shows how one or more of the three essential focuses identified in Part 1 underlie and underpin the critical components and is intended as a tool that administrators, teachers, and teacher-librarians may use to focus discussion and assessment of their current literature program. Contains five pages of references. (AEF)

ED 411 790 IR 056 484

Doll, Beth; Doll, Carol
Bibliotherapy with Young People: Librarians and Mental Health Professionals Working Together.
PUB DATE- 97
NOTE- 124p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Behavior Development; *Bibliotherapy; Childhood Needs; Cooperative Programs; Elementary Secondary Education; Guidelines; *Library Services; *Mental Health Programs; Professional Occupations; Program Development; Psychotherapy; *Reading; Young Adults

This resource shows librarians and mental health professionals how to use the power of books as therapy when working with children and young adults. After defining "bibliotherapy," the book considers what skills and competencies are needed to qualify an individual to be a bibliotherapist. It then explores how bibliotherapy can be used to meet the mental health needs of children and young adults, presenting a five-step model for establishing, implementing, and evaluating a bibliotherapy program. The text covers everything from selecting materials (including an entire chapter devoted to bibliographic tools) and staffing to readers advisory, planning activities, and linking bibliotherapy with intervention programs. Extensive references to the professional literature are included in every chapter. In addition to tips and guidelines, the book includes cautionary notes for bibliotherapy leaders. A sample bibliotherapy program that reflects the team-based planning process and a guide to appropriate bibliographic tools conclude the work. (AEF)

ED 411 791 IR 056 485

Slote, Stanly J.
Weeding Library Collections: Library Weeding Methods. Fourth Edition.
PUB DATE- 97
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and

*Information Retrieval; *Information Seeking; Information Skills; Internet; Librarians; *Online Searching; Reference Services; Role; *Search Intermediaries; Search Strategies; Technological Advancement; User Needs (Information); *Users (Information)
IDENTIFIERS- Confidence; *Disintermediation; Information Providers; Professional Concerns; United Kingdom

The term "disintermediation" has developed to describe the finding of information by an end-user without the need for a third party. New developments in techniques for retrieval and dissemination have led to a situation where an end-user can acquire the basic skills necessary for searching the myriad databases available. The information professional needs to become more proactive and add value to the end product in order to meet the challenge of new technology. This paper includes a basic discussion of the pros and cons of disintermediation, training, subject awareness and end-user confidence, and disintermediation as the discipline of the future. The paper concludes with a case study of working practices of enquiry in the library at the Foreign and Commonwealth Office (London, United Kingdom). Librarians and information workers have always been able to adapt their working practices to fit the requirements of their community. Librarians have to accept that others will begin to impinge on what they have always seen as their "territory," but if they develop their jobs in line with the demands of the technology, they should find that disintermediation acts as a discipline and does not become a disaster. Individuals will find that their jobs become far more highly profiled and their contributions to the data handling within their organizations will be marked. (Author/SWC)

ED 411 810 IR 056 637

Cooke, Alison; McNab, Alison; Anagnostelis, Betsy
The Good, the Bad, and the Ugly: Internet Review Sites.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Comparative Analysis; Computer Software Evaluation; Evaluation Needs; Foreign Countries; Information Dissemination; *Information Seeking; Information Skills; *Internet; *Online Searching; *Online Systems; Search Intermediaries; Search Strategies; *User Needs (Information)
IDENTIFIERS- *Information Providers; Search Engines; United Kingdom

In response to the increased use of the Internet for information access and dissemination, and the explosion in the availability of resources which may be of interest to end-users, a number of services are now available which provide access to selected and evaluated resources. Many existing Internet search tools are inadequate due to the high rate of recall, low precision, and a lack of filtering. Consequently, the development of evaluative tools is potentially useful for both end-users and information professionals. This paper discusses and compares a number of sites which seek to select, evaluate, review, or describe networked information sources. The paper looks at an overview of the sites' services, resource selection, level of

IDENTIFIERS- Electronic Commerce; *Electronic Media; *United Kingdom

The media industry is the fastest growing business in the world today; additional leisure time, coupled with increasingly global distribution, has created large international markets for information and entertainment. The United Kingdom is relatively strong in the three main areas concerned with new media publishing: information technology, telecommunications, and publishing. This paper reports on the state of publishing in several fields: corporate publishing; news and periodical publishing; scientific, technical and medical publishing; teletext and videotext; CD-ROM; and platform games. The paper concludes that the next decade will see development and convergence in all of these markets, which will be based around three distinct areas where emerging technologies will offer a dramatic improvement over current systems: (1) high bandwidth, low-cost communications channels; (2) low-cost, high-performance terminals (so-called Network Computers); and (3) easy methods of collecting payments, including small quantities of payments. (AEF)

ED 411 828 IR 056 655

Boelio, David B.; Knight, Nancy H.
Creating New Pricing Models for Electronic Publishing.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; *Costs; *Electronic Publishing; Information Industry; *Information Policy; *Information Sources; *Information Technology; Internet; Online Systems; Publications; Technological Advancement; User Needs (Information)
IDENTIFIERS- Electronic Commerce; Historical Background; Market Analysis; *Pricing; Pricing Formulas

Establishing pricing policies for electronic publishing that are fair and flexible is of vital importance to the information industry. The pricing of most information available electronically is far less efficient and market-sensitive than it could be. Some of the new approaches to pricing, emphasizing a usage-based metric providing qualitative results, give information providers an effective means for increasing their market penetration and offer customers an affordable choice of options for the information they need. This paper provides a historical context for the discussion of pricing issues. It describes the special pricing challenges that confront providers of electronic information, presents alternatives to the fixed pricing models most commonly used today, and reviews several examples of new approaches to pricing made possible by technological advances. (Author/AEF)

ED 411 829 IR 056 656

Klobas, Jane E.
Information Infrastructure: Organisational Capability for Online Information Provision.
PUB DATE- 96

Infrastructure That Works. AACE Bonus Brief.
PUB DATE- 97
NOTE- 3p.; Reprinted from NAIEC Newsletter, v33 n3 pp. 1-2 Jun-Jul 1997.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Advisory Committees; *Career Education; *Cooperative Planning; *Education Work Relationship; Models; *Partnerships in Education; Position Papers; Program Design; *School Business Relationship; Secondary Education
IDENTIFIERS- *Industry Education Councils

The attempts of the employment community and education to develop the local school-to-work (STW) systems required by the 1994 School-to-Work Opportunities Act (STWOA) have generally failed to result in effective collaboration in the design and implementation of comprehensive STW systems. The first installment of a 5-year study of the STWOA found little evidence that STW partnerships, as they are currently constituted, will be a viable collaborative infrastructure for a comprehensive STW system over the long term. The individuals involved in drafting the STWOA should have paid more attention to the literature on the role of local industry-education councils/alliances in fostering school improvement and work force preparation during the past 30 years. That literature clearly demonstrates two things: the ineffectiveness of local work-education councils and the effectiveness of the Industry-Education Council model, which has been used extensively in planning and implementing career education during the past 3 decades. Individuals and groups involved in state and local STW initiatives must move beyond STW partnerships. They must do more to involve employers in STW, and they should begin accessing information and training from practitioners who have actually been involved in successful industry-education collaboration. (MN)

ED 411 395 CE 074 634

Walsh, W. Bruce, Ed.; Osipow, Samuel H., Ed.
Handbook of Vocational Psychology. Theory, Research, and Practice. Second Edition. Contemporary Topics in Vocational Psychology Series.
PUB DATE- 95
NOTE- 463p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Development; Career Choice; Career Counseling; Career Development; *Career Education; *Career Guidance; *Counseling Psychology; *Counseling Techniques; *Counseling Theories; Cross Cultural Studies; Cultural Differences; Employed Women; Ethnic Groups; Evaluation Methods; Integrated Services; Interaction; Interest Inventories; Intervention; Minority Groups; Models; Personality Traits; Professional Development; Psychotherapy; Racial Differences; Research Methodology; Social Science Research; Theory Practice Relationship; Vocational Aptitude; *Vocational Evaluation

This handbook is designed to acquaint readers with the practical and applied aspects of the field of vocational psychology and the variety of techniques, procedures, and theories available

(10) sample student learning guides. Modules cover the following broad topics: tools and materials; building construction; project management; mold making and casting; site preparation; framing; roofs; exterior finishing; electrical, plumbing, and climate control systems; furniture making; cabinetmaking; concrete; masonry; wall and ceiling finishing; stairs; floorcovering; energy-efficient housing; renovations; and project and production management. (KC)

ED 411 411   CE 074 692

Design Studies. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 349p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Competence; Competency Based Education; *Computer Assisted Design; *Course Content; Course Organization; *Design; Design Requirements; Designers; *Drafting; Foreign Countries; Graphic Arts; Industrial Arts; Integrated Curriculum; Secondary Education; State Curriculum Guides; Teaching Guides; Teaching Methods; Technology Education; Vocational Education
IDENTIFIERS- *Alberta

With this Career and Technology Studies (CTS) curriculum guide, secondary students in Alberta can do the following: develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in design; enhance employability skills, especially in design occupations; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the design studies strand contains 31 modules that define what a student is expected to know and be able to do (competencies). The guide is organized in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in design studies; (2) strand rationale and philosophy and strand organization for design studies; (3) planning for instruction for career and technology studies and for design courses; (4) module curriculum and assessment standards for introductory level design competencies; (5) module curriculum and assessment standards for intermediate level design competencies; (6) module curriculum and assessment standards for advanced level design competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guides. Modules cover the following broad topics: sketching/drawing/modeling; 2-D and 3-D design fundamentals and applications; computer-aided design (CAD); drafting; technical drawing; living environment; CAD modeling; the evolution of design; the design profession; and portfolio presentation. (KC)

ED 411 412   CE 074 693

Electro-Technologies. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 349p.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.

Married Couples versus Unmarried Couples" (Dolan, Stum); "Who Gets It Right?" (Kolodinsky et al.); "Fresh Vegetable Prices" (Eastwood et al.); "Effects of Consumer Beliefs on Responses to Pesticide Residue Concerns" (Deodhar et al.); "Using Positive Behavioral Models to Help Older Consumers Avoid Victimization by Confidence Swindlers" (Friedman); "Consumer Protection in South Korea" (Joo); "Financial Difficulty Measured as Monthly Deficit" (Williams); "Overspending Behavior of Households with and without Vehicle Purchases" (Jayathirtha et al.); "Information as a Key Determinant of Medicaid Managed Care Health Plan Enrollment" (Morton); "Event History Analysis of the Retirement Process" (Kolodinsky); "Financing Long Term Care" (Stum); "Elderly Volunteers" (Kim, Hong. Selected other papers are as follows: "Who Gets Grandma's Yellow Pie Plate? A Consumer Education Program Addressing the Transfer of Non-titled Property" (Stum); "Credit Card Behaviors of University Students" (Allen, Jover); "Divorce Education" (Fletcher et al.); "Do Employee Wellness Participants Incur Lower Health Care Costs" (Haynes et al.); "Employers Pay Dearly for the Poor Personal Financial Behavior of Employees" (Garman, Leech); "Delivering Useful Information for Consumers" (Lee); "Privacy Issues on the World Wide Web" (Dolan et al.); and "Mentor's Advice: How to Get Hired, Tenured, and Promoted" (Xiao et al.). (YLB)

ED 411 428   CE 074 748

Lee, Lung-Sheng; Chou, David
New Trends in Curriculum Development in Technological and Vocational Education in Taiwan = Tai Wan Ji Zhi Jiao Yu Ke Cheng Fa Zhan De Xin Qu Shi.
PUB DATE- 97
NOTE- 20p.; Paper presented at the Asia Pacific Economic Cooperation (APEC) Education Forum, "21st Century Challenge: Technological and Vocational Education Curriculum and Instruction" (Taipei, Taiwan, November 2-6, 1997).
LANGUAGE- English; Mandarin Chinese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Articulation (Education); Cooperative Programs; *Curriculum Development; Educational Cooperation; *Educational Trends; *Experiential Learning; Foreign Countries; Futures (of Society); High Schools; Integrated Curriculum; *Job Training; Postsecondary Education; Standards; Technical Institutes; Two Year Colleges; *Vocational Education
IDENTIFIERS- *Taiwan

Technological and vocational education (TVE) in Taiwan is mainly provided at three levels: senior vocational schools (SVSs), junior colleges (JCs), and institutes/universities of technology (IT/UTs). These three levels respectively aim to develop entry-level, mid-level, and high-level technical or managerial personnel. The national curriculum standards of SVSs and JCs are promulgated by the Ministry of Education for the purposes of school curriculum planning, textbook compilation, and entrance examinations. TVE curriculum development has exhibited the following emerging trends: aiming to incorporate job training with advanced further study; a tendency toward despecialization; an increase in academic coursework; reliance on new technology to modernize subject matter; an emphasis on feedback mechanisms for curriculum development; and promotion of school-based curriculum development. The following new directions for TVE curriculum development have been suggested:

selection on the basis of students' family background. In addition, female and male students' contrasting preferences were seen not only in the vertical but also in the horizontal distribution of their choices. Results of the polytechnic reform showed that students' willingness to consider university studies was linked with their social background. Educational choices were influenced not only by cultural capital but also by gender. (English and Finnish versions of the abstract are provided. Appendixes contain 226 references and 2 tables.) (YLB)

ED 411 446 CE 074 773

Youniss, James; Yates, Miranda
Community Service and Social Responsibility in Youth.
PUB DATE- 97
NOTE- 185p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Catholic Schools; Community Programs; Educational Philosophy; Educational Practices; High School Students; High Schools; *Homeless People; *Outcomes of Education; Poverty; *Public Service; *Service Learning; *Student Volunteers; *Youth Opportunities; Youth Problems; Youth Programs
IDENTIFIERS- *Youth Community Service

This book presents a theoretical rationale for youth involvement in community service. Its thesis is that youth participation in solving social problems has the potential to promote the development of personal and collective identity. Through community service, youth can acquire a sense that they can make a difference and a concern for society's welfare. The book is based on a qualitative study of the 1993-94 junior class of a Catholic high school in Washington, D.C. with a predominantly African-American student body. The researchers followed these students as they progressed through a required course on social justice in which service at a soup kitchen was a mandatory ane essential part. The book reports the results of the study, especially through anecdotes of discussions with the students and excerpts from their essays. The study demonstrates the following: volunteer work can be a key building block of self-development in youth; the youth learned much about homelessness and society and the political processes involved; and they changed their values and became more mature and caring people. The book contains 140 references. (KC)

ED 411 447 CE 074 774

Schine, Joan, Ed.
Service Learning. Ninety-Sixth Yearbook of the National Society for the Study of Education. Part I.
PUB DATE- 97
NOTE- 208p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - Serials (022)
DESCRIPTORS- Community Programs; Higher Education; Program Development; Program Implementation; *Public Service; Secondary Education; *Service Learning; *Student Volunteers; Teacher Education; *Youth Opportunities; Youth Problems; Youth Programs
IDENTIFIERS- *Youth Community Service

This yearbook contains 14 essays that address a wide variety of issues that educators, policymakers, and others involved in education are exploring in order to expand the understanding of the burgeoning field of service learning. The following papers quality and profitability through technical writing; upgrading employee skills in response to new technologies; implementing industry-driven skill standards through a statewide initiative; reducing employee turnover through preemployment training; using a cost-effective consortium approach to ISO 9000 certification training; opening a new facility with employees fully trained and certified; reducing employee prescreening and training costs with a simulated production program; matching an employer's specific protocol with customized training; addressing the future need for electricians through school-to-work partnership; improving performance by developing employees' math application skills; and providing sophisticated machinist training for high-technology environments. (KC)

ED 411 464 CE 074 813

McCage, Ronald D.
Observations regarding the Development of Occupational/Skill Clusters.
SPONS. AGENCY- Department of Labor, Washington, DC.
PUB DATE- 94
NOTE- 58p.; A commissioned paper to advise the National Skill Standards Board and the Skill Standards Developmental Process.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Education Work Relationship; Educational Needs; Futures (of Society); *Job Skills; *Job Training; *Occupational Clusters; Postsecondary Education; Program Development; Program Effectiveness; Program Implementation; Program Improvement; *Standards; Workplace Literacy
IDENTIFIERS- *Vocational Technical Education Consortium States

This paper presents an overview and suggestions about the development of occupational and skill clusters by the Vocational-Technical Education Consortium of States (V-TECS), based on the observations of the executive director of the organization. Aspects reviewed include the following: development of occupational and skill clusters; classification systems; models; perceptions of the vocational-technical education environment regarding occupational and skills clusters; selecting processes; role-players in the process of setting and using skill standards; and the role of V-TECS. Some conclusions and recommendations are the following: (1) outcomes need to become more consistent; (2) the National Skill Standards Board should develop simple operational definitions for the major terms it intends to use; (3) it is difficult to implement national models in a country with a heterogeneous work force; (4) more attention should be given to the small business sector where most of the new jobs are being created; and (5) although business and industry representatives talk about generalized work behaviors and workplace literacy, they want customized training. Two appendixes include a skills matrix and an example of the V-TECS process. (KC)

ED 411 465 CE 074 815

Heating, Air-Conditioning, and Refrigeration Technician. National Skill Standards.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC.
PUB DATE- 96
NOTE- 134p.
LANGUAGE- English

and justice concerns, but rather encompassing a variety of independent component care, justice, and other concerns. Age strongly moderated responses, with younger adults identifying kindness to others and upholding societal standards, middle-aged adults identifying preventing harm to others and upholding societal standards, and older adults identifying duty to others and promotion of self-growth as important normative moral principles. Gender proved to be a weak moderator of adults' normative moral reasoning. (RJM)

ED 411 483 CG 027 991

Gray, Donald Z.; Walton, Deborah A.; Bosh, Teresa; Roberts, Dawn; Marriott, Sally
A Healthy Look at Idaho Youth: Results of the 1993 Idaho Youth Risk Behavior and 1992 School Health Education Surveys.
PUB DATE- 93
NOTE- 39p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; *Comprehensive School Health Education; Drinking; Drug Use; Eating Habits; Health Programs; *High Risk Students; Physical Fitness; Pupil Personnel Services; *Safety Education; Secondary Education; Sexuality; Smoking; *State Surveys; *Student Behavior; Suicide; Youth Problems
IDENTIFIERS- Adolescent Behavior; *Idaho; Risk Assessment; *Risk Taking Behavior

Since many of the health problems experienced by young people are caused by preventable behaviors, such as alcohol abuse and unprotected sexual intercourse, it is important to know the extent of these behaviors among youth. The results of the 1993 Idaho Youth Risk Behavior Survey and 1992 Idaho School Health Education Survey are described in this report. It was written to stimulate discussions with educators, parents, and youth about ways to increase informed support for effective, school-based comprehensive health education programs. The Youth Risk Behavior Survey (4,032 students participating) presents statistics on the following health-related issues: unintentional and intentional injuries; tobacco, alcohol, and other drug use; sexual behaviors that result in HIV infection, other sexually transmitted diseases, and unintended pregnancy; dietary behaviors that cause health problems; physical inactivity. Results from the risk survey indicate that Idaho youth continue to engage in behaviors that put them at risk for significant mortality, morbidity, disability, and social problems extending from youth to adulthood. Effective school-based health education programs are needed to reduce risk-taking behaviors. Results from the School Health Education Survey indicate that while the infrastructure is in place, improvements will be needed in order to provide effective comprehensive health education to all students. Contains 58 references. (RJM)

ED 411 484 CG 027 992

Idaho Youth Risk Behavior Survey, 1995. Summary Report.
PUB DATE- 95
NOTE- 13p.; Graphics contain small, illegible type.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Comprehensive School Health Education;

student performance on weekly spelling tests. Subjects, 7 sixth graders and 19 second graders attending Coal City Elementary School in Raleigh County, West Virginia, spent 10 minutes each day for 9 weeks working on spelling. The experimental group used cross-grade peer tutoring and the control group used the traditional method. Results indicated that weekly spelling test scores were substantially higher for those students using cross-grade peer tutoring for 6 of the 9 weeks. Both second and sixth graders appeared to enjoy the procedure, grades improved, and spelling class became a class students looked forward to each day. (Contains 50 references, and a table and a chart of data.) (RS)

ED 411 503 CS 012 922

Kameenui, Edward J.; Simmons, Deborah C.
America Reads Challenge: Read*Write*Now! Activities for Reading and Writing Fun.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 68p.; For a related information packet, see CS 012 923.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Education; Federal Programs; *Learning Activities; *Reading Improvement; *Reading Instruction; Reading Programs; Reading Skills; Teaching Guides; Writing Improvement; *Writing Instruction; Writing Skills
IDENTIFIERS- *America Reads Challenge

Developed by national reading experts for the "America Reads Challenge: Read*Write*Now!" initiative, this booklet provides 45 ideas for families, teachers, librarians, and other learning partners to use with all children--including those with disabilities--to help them read well and independently by the end of third grade. The booklet also includes activities to help improve children's reading and writing skills through sixth grade. Activities in the booklet are presented in three sections: "Early Years" for infants and preschoolers; "Moving into Reading" for children through grade 2; and "Encouraging the Young Reader" for older children through grade 6. A 45-item suggested reading list (arranged by grade level), a list of 5 America Reads Challenge publications, and a list of 5 federal resources of assistance are attached. (RS)

ED 411 504 CS 012 923

America Reads Challenge.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 33p.; For a related activities booklet, see CS 012 922. The text of this document is periodically updated on the following Web site: http://www.ed.gov/inits/americareads/publicqa.html
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Community Involvement; Elementary Education; Federal Legislation; Federal Programs; Higher Education; *Parent Participation; Program Descriptions; *Reading Improvement; *Reading Programs; *Tutoring; Work Study Programs
IDENTIFIERS- *America Reads Challenge; AmeriCorps; San Francisco

Improvement; Language Skills; Learning Strategies; Linguistics; *Theory Practice Relationship; *Writing Instruction
IDENTIFIERS- *Systemic Functional Model (Language Development)

When it comes to teaching students how to correct errors in mechanics and usage, English composition teachers have a problem in determining what and how to teach. An approach is developing overseas which comes from a type of linguistics called "functional," because it describes how languages work rather than only its forms. A branch that has evolved to serve education is Systemic Functional Linguistics (SFL). It has a well developed theory with applications ranging from teaching second languages to generating language on computers. Five concepts from this approach which can be applied to teaching are: (1) muitiplicity of purposes, (2) influence of context on patterns of content and language, (3) relation of grammar to meaning, (4) flow of information, and (5) differences between writing and speech that influence punctuation as well as wording. SFL helps teachers to relate grammatical structures to meaning rather than to forms. Interest in pedagogical application of SFL is increasing, but it is not yet well known in North America. Its examples and technical jargon are foreign and confusing. Because application in Australia began with the lower grades, the pedagogy and parts of the theory relevant to college teaching have not yet been fully developed and publicized, although there is progress. To apply SFL to teaching composition, for example, a teacher might help a student outside of class with a draft in a useful little genre: a letter applying for a grant from a charitable foundation with North American ideology and culture. (Contains 13 references.) (CR)

ED 411 524 CS 215 977

Sheldon, Roy A.
Handbook for Writing Consultants. Revised Edition.
PUB DATE- 95
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Resource Materials; Teacher Student Relationship; *Tutoring; *Tutors; *Writing Instruction; *Writing Laboratories; Writing Processes
IDENTIFIERS- Listservs; *Washburn University of Topeka KS

Written for both new and experienced tutors at the Washburn University Writing Center, this handbook describes procedures, presents guidelines, and discusses writing center resources for the student writing consultants. After describing the writing center and its mission, the handbook offers a job description for writing consultants. The handbook then discusses procedure and guidelines on missed appointments, unused time, leaving early, appointments, end of appointment, drop-in times, and canceling a shift. The handbook then addresses the resources at the writing center, including printed materials, computer hardware, periodicals, and the electronic bulletin board listserv. (RS)

ED 411 525 CS 215 978

Barbier, Stuart
An Evaluation of the Effects of a Departmentally Mandated Error

PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adults; Behavior Patterns; Behavior Rating Scales; *Child Behavior; Child Language; Early Childhood Education; Evaluation Methods; *Interpersonal Relationship; Language Patterns; *Language Usage; Nonverbal Communication
IDENTIFIERS- *Communication Behavior; *KIDTALK

Developed as part of the Milieu Language Teaching Project at the John F. Kennedy Center at Vanderbilt University in Nashville, Tennessee, this KIDTALK Behavior-Language Coding Protocol and manual measures behavior occurring during adult-child interactions. The manual is divided into 5 distinct sections: (1) the adult behavior codes describe specific adult language and nonverbal behaviors; (2) the child behavior codes describe specific child language and nonverbal behaviors; (3) miscellaneous codes describe environmental events, pauses in adult and child interaction, interruption by the interventionist, or unusual events; (4) the coding and summarizing of behavioral episodes; and (5) the summarizing of all coded data. An appendix contains samples of transcribed, coded, and summarized KIDTALK data. (RS)

ED 411 544 CS 216 013

Barnes, Donna, Ed.; Morgan, Katherine, Ed.; Weinhold, Karen, Ed.
Writing Process Revisited: Sharing Our Stories.
PUB DATE- 97
NOTE- 197p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Classroom Environment; Elementary Secondary Education; Higher Education; Peer Influence; Personal Narratives; Picture Books; Reading Writing Relationship; Student Needs; *Teacher Role; *Writing Instruction; *Writing Processes; *Writing Strategies; Writing Workshops
IDENTIFIERS- *Process Approach (Writing); *Teaching Perspectives

This collection of essays relates the experiences of teachers who have adopted and implemented a writing-process approach in their classrooms. In the collection, elementary, secondary, and college teachers candidly discuss their experiences--the struggles and successes, and the differences between their imagined ideal and the everyday reality. Each essay describes a personal journey, recounting how individual teachers worked within different institutional constraints and with diverse student populations to create communities of writers within their classrooms. Following an introduction, essays in the collection and their authors are, as follows: (1) "Defining the Writing Process" (Donna Barnes, Katherine Morgan, Karen Weinhold); (2) "A First-Draft Society: Self-Reflection and Slowing Down" (Robert K. Griffith); (3) "Ring the Bell and Run" (Kate Belavitch); (4) "ThiNG I Do'T, WoT To FGe'T" (Michelle Toch); (5) "Seeking Equilibrium" (Katherine Morgan); (6) "Beyond Reading and Writing: Realizing Each Child's Potential" (Tony Beaumier); (7) "The Other Stuff" (Leslie A. Brown; (8) "Picture This: Bridging the Gap between Reading and Writing with Picture Books" (Franki Sibberson); (9) "No Talking during Nuclear Attack: An Introduction to Peer Conferencing" (Karen Weinhold); (10) "There Is Never Enough Time!" (Donna Barnes); and (11) "A Touch of Madness: Keeping Faith as Workshoppers" (Bill Boerst). An afterword closes the collection. (NKA)

ED 411 545 CS 216 015

PUB DATE- 96
NOTE- 18p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Critical Reading; *Fear; Higher Education; Instructional Innovation; *Learning Strategies; *Persuasive Discourse; Secondary Education; *Student Development
IDENTIFIERS- *Fear Appeal Messages; Message Responses; Protection Motivation Theory; Textual Analysis

Fear appeals are persuasive messages that emphasize harmful physical or social consequences of failing to comply with message recommendations. Protection Motivation Theory (PMT) emphasizes cognitive or rational reactions to fear appeals and identifies four message components which initiate corresponding cognitive mediating processes of appraising message information: (1) identifying depictions of the probability of the occurrence of a specific threat; (2) identifying the magnitude of noxiousness of the threat; (3) descriptions of the effectiveness of the appeal's recommended responses for avoiding the threat; and (4) the appeal's characterizations of the reader's ability to carry out the recommended efficacy measures. Models that explain how fear appeals function can be used to teach students how to analyze written fear appeals. Such instruction helps students determine the appropriateness of their interpretations of and responses to what they read. Additionally, students who can identify and analyze these texts are less likely to be persuaded or scared into taking actions that are not in their best interests. Practicing such evaluation of fear appeals also supports a way of knowing that enriches students' reasoning ability through the critical reading of texts. (Contains 3 figures and 26 references.) (CR)

ED 411 565 CS 509 609

Winsler, Adam; Carlton, Martha P.; Barry, Maryann J.
Children's Systematic Use of Private Speech in Early Childhood Classrooms.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Child Language; *Classroom Communication; Classroom Research; Language Acquisition; Language Research; Language Usage; *Oral Language; *Preschool Children; Preschool Education; *Speech Communication
IDENTIFIERS- *Private Speech; Self Talk

A study examined children's use of private speech in early childhood classrooms. The study's three goals were: to determine the degree to which private speech is used; to replicate and extend previous research with older children; and to examine the classroom's particular contexts and activity settings which maximize children's use of private speech. Subjects were 3- and 4-year olds in a university laboratory

Superintendent Benson's and Governor Thompson's budget proposals only minimally change the school-finance system and do not deal with the state equalization-aid program. In summary, although all three branches of Wisconsin State government have seen much activity regarding education finance issues, the movement has not been directed toward substantially altering the current guaranteed-tax-base (GTB) system. Major change in financing school districts appears unlikely in the near future. Three tables are included. (Contains 15 references.) (LMI)

ED 411 583 EA 028 616

Bredeson, Paul V.; Johansson, Olof
Leadership for Learning: A Study of the Instructional Leadership Roles of Superintendents in Sweden and Wisconsin.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Leadership; Occupational Information; Occupational Surveys; Politics of Education; Public Education; *Superintendents; *Work Environment
IDENTIFIERS- *Sweden; *Wisconsin

Public education in Sweden and the United States has long been viewed as a critical social investment that fires the engines of economic productivity and social progress. This paper presents the findings of two studies that examined superintendents' self-descriptions of their administrative work, particularly in the areas of instructional leadership and curriculum. Data were gathered through a survey of 397 superintendents in Wisconsin and 280 superintendents in Sweden, which equals 74 percent of all superintendents in Sweden and 81 percent of district administrators in Wisconsin. The data found similar distributions of superintendents acting as instructional supporters, delegators, collaborators, and visionaries in both groups. Both groups of superintendents shared experiences and beliefs about their primary leadership responsibilities and activities in their districts. Communications, public relations, legal and political issues, and facilities management were important and time-consuming tasks of Wisconsin superintendents but not for their Swedish counterparts. Wisconsin superintendents reported that they were no longer the "expert" educators; Swedish superintendents tended to view themselves as supporters, managers, and delegators, rather than as hands-on instructional leaders. Instructional leadership was more prevalent in Wisconsin than in Sweden. Respondents in both countries reported discrepancies between their most important responsibilities and the time spent on actual tasks, recognized the need to adjust their traditional sources of power, and viewed budget and finance as their most important and time-consuming administrative task. Seven tables are included. (Contains 29 references.) (LMI)

ED 411 584 EA 028 618

Brooks, Gary D.; Marcee, Tom
The Use of Peer Mediation and Arbitration To Resolve Conflicts among District Employees, Students, and Parents.
PUB DATE- 97
NOTE- 16p.; Paper presented at the National Conference on

LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; *Coding; Cognitive Processes; *Data Analysis; Foreign Countries; *Matrices; Principals; Problem Solving; Qualitative Research; Questionnaires; *Research Methodology

The fundamental question in creating coding categories for an open-ended questionnaire is how to transform a complete transcript into manageable pieces of data. This paper describes the methodology involved in coding qualitative data derived from an evaluation of the Cognitive Approaches to School Leadership (CASL) program. The first task was to develop a suitable methodology for coding think-aloud data so as to analyze the ways in which respondents processed the problem case. The second major task was to apply the coding system and explore ways in which analysis might be conducted. The final model contained 4 functions and 10 operations, giving a 40-cell matrix. The data indicate that nonprincipals approach the problem on an entirely case-specific basis, and that principals are more likely to operate from a schema that allows them to define the problem faster and more comprehensively. The results provide an indication of a typical problem-processing pattern and its components. The four dominant behaviors used by principals in solving problems included conclusion/reasoning, problem/reasoning, detection/action, and attack/action. Five figures and eight tables are included. (Contains 14 references.) (LMI)

ED 411 603 EA 028 647

Smith, Thomas M.
The Pocket Condition of Education, 1997.
PUB DATE- 97
NOTE- 37p.; For full 1997 report, see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Academic Achievement; *Access to Education; Computer Uses in Education; Diversity (Student); Dropout Rate; Drug Use; *Educational Attainment; Educational Environment; Educational Finance; Elementary Secondary Education; *Enrollment Trends; Expenditure Per Student; Faculty Workload; Higher Education; Library Facilities; *Outcomes of Education; Teacher Salaries; Tuition

Since 1870, the federal government has gathered data about students, teachers, schools, and education funding. The U.S. Department of Education's National Center for Education Statistics (NCES) annually publishes a statistical report, "The Condition of Education," on the status and progress of education in the United States. The report includes data and analysis on a variety of issues. The indicators in the 1997 edition are presented in six sections: (1) access, participation, and progress; (2) achievement, attainment, and curriculum; (3) economic and other outcomes of education; (4) organization and management of educational institutions; (5) climate and diversity of educational institutions; and (6) financial and human resources of educational institutions. This brochure contains 30 charts, a small sample of the 60 indicators contained in "The Condition of Education, 1997." (LMI)

ED 411 604 EA 028 648

72 percent still offer facility-based services; the majority of people served have developmental disabilities; and a number of factors influence an organization's capacity to provide integrated employment services. The discussion of these factors is organized according to: state and federal policies; agency size and focus; reimbursement practices; use of fixed assets; and disincentives to program conversion. The last section of the report discusses issues and potential incentives that may influence future integrated employment development and facility-based conversion. An appendix includes the survey instrument. (Contains 28 references.) (CR)

ED 411 621 EC 305 811

McGaughey, Martha J.; Kiernan, William E.; McNally, Lorraine C.; Cooperman, Paula J.
Supported Employment for Persons with Severe Physical Disabilities: Survey of Service Providers.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 91
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Delivery Systems; Employment Patterns; *Employment Services; Federal Regulation; *Mental Retardation; *Resistance to Change; *Sheltered Workshops; State Agencies; *Supported Employment; Surveys; Transportation; Vocational Rehabilitation

This report discusses the findings of a survey of 45 supported employment providers that sought to identify potential barriers to supported employment services for persons with severe physical disabilities. Results are compared with survey results from 50 state vocational rehabilitation (VR) agencies. Key findings from the survey include: (1) the percentage of persons with severe physical disabilities served by the supported employment providers increased from 28 percent in 1989 to 30 percent in 1990; (2) the total number of persons with severe physical disabilities increased by 31 percent from 1989 to 1990; (3) persons with severe physical disabilities were less likely to be served in the individual placement model with supported employment providers compared with the percentage reported by state VR directors; (4) 10 percent of providers were working concurrently in segregated settings and in integrated, supported employment programs; and (5) barriers to supported employment include transportation issues, lack of personal care services, and federal requirements. The need for federal supported employment regulations to be modified and support service resources to be expanded is discussed. Appendices include the survey instrument and a list of service provider respondents. (Contains 22 references.) (CR)

ED 411 622 EC 305 812

Whitney-Thomas, Jean; Thomas, Dawna M.; Gilmore, Dana Scott; McNally, Lorraine C.; Fesko, Sheila Lynch
National Study of Day and Vocational Services for Adults with Developmental Disabilities in State Mental Health Agencies: Report of Data from FY 1993.
SPONS. AGENCY- Office of Human Development Services (DHHS), Washington, DC.
PUB DATE- 96

Alberta; (3) an overview of the special education process; and (4) a list of Alberta education references. (Contains 11 references.) (DB)

ED 411 639 EC 305 830

Project REFORM: Regular Education Focus on Reintegration in the Mainstream. Final Performance Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 93
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- At Risk Persons; Change Strategies; Cooperative Programs; Delphi Technique; *Disabilities; Elementary Secondary Education; Inclusive Schools; Instructional Effectiveness; Integrated Services; Mainstreaming; Mild Disabilities; Models; Program Effectiveness; Questionnaires; *Reading Achievement; *Regular and Special Education Relationship; Resistance to Change; Special Needs Students; *Teacher Attitudes; *Teacher Collaboration; Urban Education

This final project report describes three related studies that examined reform efforts in a major metropolitan school district. Emphasis was on seven schools that had developed collaborative service approaches to reduce fragmentation of service delivery, increase accountability for students "at risk," and eliminate duplication of services. In Study 1, the characteristics of the seven collaborative models were described in terms of instructional time, student caseloads, results of interviews with principals and program coordinators using the Scales for Assessment of the Accommodation of Differences among Pupils by Teachers scale, and a survey of teacher engaged time and quality of services for 20 selected activities. Study 2 examined perceived barriers to implementation of the collaborative model by using the Concerns-Based Adoption Model. Staff at each school completed Stages of Concern Questionnaires and 70 staff participated in a Delphi probe to identify barriers and propose solutions. Finally, Study 3 examined reading improvement in 500 students with mild disabilities as a function of implementation of the collaborative model. Findings of Studies 1 and 2 are presented in tables. Study 3 found no statistically significant differences in the reading progress of students with disabilities served in collaborative and noncollaborative settings. Attached tables and figures provide additional detail on the three studies. An appendix lists suggested teacher solutions to identified barriers to implementing collaborative models. (Contains 12 references.) (DB)

ED 411 640 EC 305 831

Lehman, Constance M.
Qualitative Investigation of Effective Service Coordination for Children and Youth with Emotional and Behavioral Disorders.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

therapy in the home and school, and a behavioral intervention specialist. As a result of the project, from August 1994 to August 1996 more than $333,000 was saved due to the avoidance of more restrictive and costly educational settings. Four of the students were moved from residential/group home settings to more normal living situations with family members, an additional savings of $70,000. The total savings as a result of the project was over $700,000 in two years. The report includes case studies for three of the students and recommendations for successful replication of the model. (CR)

ED 411 657 EC 305 849

Gerber, Paul J.
The Efficacy of the Collaborative Teaching Model for Academically-Able Special Education Students: A Research Report.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Delivery Systems; *Disabilities; Elementary Secondary Education; Interviews; Models; *Parent Attitudes; *Regular and Special Education Relationship; Staff Development; Student Attitudes; *Teacher Attitudes; *Teacher Collaboration; *Team Teaching

This study investigated the efficacy of collaborative teaching in serving students with disabilities at all educational levels. Interviews were conducted with 14 building administrators, 103 general and special education teachers, 32 parents of general education students, 37 parents of special education students, and 53 general and 70 special education students from five school divisions. Findings from the research indicate that overall, the collaborative teaching program received high marks from all who were interviewed. Respondents expressed satisfaction with the positive results shown thus far. Scheduling, administrative support, planning time, training, and multiple service delivery options were seen as key to program success. Whereas the model proved to be efficacious, there were a number of remedial efforts that respondents felt could be instituted to upgrade the entire collaborative system, including greater attention to class composition (including number of students with disabilities and the severity of the disabilities); more effective staff development; better efforts to inform parents about the program; and assurance of program continuation throughout the grades. The report discusses the results and presents ten general recommendations and five training recommendations for collaborative teaching. Appendices contain interviewing materials. (CR)

ED 411 658 EC 305 850

Compendium of Information Sources on Youth.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 78p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Disabilities; Electronic Mail; *Information Sources; Internet; Organizational Objectives; *Organizations (Groups); Printed Materials; *Publications; Reference

Awareness; Elementary Secondary Education; *English (Second Language); *Equal Education; Extended School Day; Kindergarten; Limited English Speaking; Magnet Schools; *Minority Groups; *Multicultural Education; Outreach Programs; Program Evaluation; Racial Discrimination; School Community Relationship; School Desegregation; School Districts; Second Language Instruction; Sex Fairness; Sexual Harassment; Social Discrimination

IDENTIFIERS- *Des Moines Public Schools IA; National Coalition of Advocates for Students

The report evaluates the programs of the Des Moines (Iowa) Public Schools' Office of Intercultural Programs' services. The programs are designed to provide educational equity and serve as a resource for students, parents, community, and staff in a variety of areas, including: a voluntary transfer program; paired and magnet schools; extended day kindergarten; English as a Second Language and bilingual education; minority and bilingual community liaisons; multicultural, non-sexist education; cross-cultural awareness training; minority achievement; affirmative action; discrimination compliance; and sexual harassment training. The Office provides leadership, guidance, training, and support to its constituencies; works toward program enhancement and external funding for programs; and has established a partnership with the National Coalition of Advocates for Students. It developed a process for examining the district's desegregation efforts, worked in conjunction with building personnel to provide services for a significant increase in limited-English-proficient students, and provided technical assistance and services to support compliance with anti-discrimination laws and improve complaint processing. Plans include enhancement and expansion of services, changes in the voluntary transfer program, enhanced instructional delivery for LEP students, sexual harassment awareness training for staff and students, and improved accommodation of individuals with disabilities. (MSE)

ED 411 677 FL 024 728

MacDonald, Marguerite G.

Using Portfolios as a Capstone Assessment in TESL Programs.

PUB DATE- 97

NOTE- 13p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Elementary Secondary Education; *English (Second Language); Evaluation Methods; Higher Education; *Language Teachers; *Portfolio Assessment; *Preservice Teacher Education; Program Descriptions; Second Language Instruction; *Student Evaluation

IDENTIFIERS- *Capstone Programs; *Wright State University OH

Use of portfolios for student evaluation has expanded in recent years to assessment of student progress in training to teach English as a Second Language (TESL). At Wright State University (Ohio), portfolio assessment is part of both undergraduate and graduate level ESL teaching programs. As at other institutions, portfolio development is being used as capstone project, but is also designed as a uniform summative assessment measure for all ESL programs (state teaching credential, institutional certificate at undergraduate and graduate levels, undergraduate

Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; Classroom Techniques; College Students; *English (Second Language); Foreign Countries; Higher Education; Instructional Effectiveness; *Questioning Techniques; *Reading Comprehension; *Reading Instruction; Second Language Instruction; Second Language Learning; Student Participation; Teacher Student Relationship
IDENTIFIERS- *Questions; Suez Canal University (Egypt)

This study investigated the effects of three classroom questioning strategies on the reading comprehension of learners of English as a Foreign Language (EFL). Subjects were 86 first-year EFL students in the school of education of Suez Canal University (Egypt), randomly assigned to three treatment groups. The same instructor taught the three groups using the same 20 reading passages, but used three different questioning strategies: student-generated questions; teacher-provided questions; and questions formulated reciprocally by teacher and student. Analysis of pre- and posttest performance revealed significant differences among the treatment groups' mean scores. Students in the reciprocal questioning group scored significantly higher than the teacher-questioning group, which in turn scored significantly higher than the student-generated-question group. Implications and suggestions for instruction and for further research are outlined. Contains 47 references. (MSE)

ED 411 697 FL 024 798

Rominski, Carolyn; Vazquez, Magdalena
Improving Reading and Writing Skills of Mainstreamed ESL Students.
PUB DATE- 97
NOTE- 46p.; M.A. Action Research Project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Achievement Gains; *Classroom Communication; Classroom Techniques; Curriculum Development; Educational Strategies; *English (Second Language); Grade 8; Junior High Schools; *Limited English Speaking; Mainstreaming; Reading Instruction; *Reading Skills; Self Esteem; Skill Development; Student Participation; Writing Instruction; *Writing Skills

A program designed to support English-as-a-Second-Language (ESL) students' achievement when mainstreamed into eighth grade literature and composition classes is described. The approach was implemented in a suburban school, in which some ESL students lacked the skills to achieve at grade level in regular composition and literature classes. A high mobility rate in this population compounded academic difficulties. During the first week of school, students were tested for language skills and the ESL and regular classroom teachers conferred to discuss students' reading and writing skills. The teachers continued to confer weekly to discuss class participation, interpretation of weekly reading assignments, and specific homework assignments. Peer tutoring and classroom teacher assistance were provided. After fifteen weeks, targeted students' skills were assessed. Results showed significant improvement in the class and facilitation of the transition of ESL students into regular instruction. Improvement was shown in students' writing process, confidence in class discussion, and listening and recall skills. Contains 17 references. Appended materials include checklists and forms for students to use in organizing their work and for the teacher's use in assessing student progress. (MSE)

(141)
DESCRIPTORS- *Colleges; Community Colleges; Economic Development; Equal Education; *Grants; Higher Education; *Institutional Cooperation; *Intercollegiate Cooperation; Library Cooperation; Minority Groups; Program Descriptions; Regional Cooperation; School Community Relationship; *State Aid; State Legislation; Universities
IDENTIFIERS- *Illinois

This report describes fiscal year 1998 grant allocations made under the Illinois Higher Education Cooperation Act (HECA) to support programs and projects involving cooperation among higher education institutions. A total of $16.59 million was allocated. Projects recommended for grant funds include 3 new and 12 continuing interinstitutional projects, 8 new and 29 continuing minority educational achievement projects, 2 new and 31 continuing minority articulation program projects, 5 new and 21 continuing economic development projects, the continuation of the Quad-Cities Graduate Study Center, three continuing Library Resource Sharing projects, and the Advanced Photon Source-Argonne National Laboratory project. A synopsis of each project, along with figures on the amount awarded, is included. (MDM)

ED 411 717 HE 030 436

Chandler, Donald S., Jr.
AIDS-Related Stigmas and Safe-Sex Practices of African-American College Students: A Pilot Study.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual University Wide Research Symposium at Tennessee State University (19th, Nashville, TN, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Acquired Immune Deficiency Syndrome; Beliefs; Black Culture; *Black Students; *College Students; Disease Control; Higher Education; Prevention; Questionnaires; *Sexuality; *Social Attitudes; Stereotypes; Student Attitudes
IDENTIFIERS- African Americans; *Safe Sex Practices

This study examined the safe-sex practices of African-American colleges students in light of culturally-specific beliefs that stigmatize Acquired Immune Deficiency Syndrome (AIDS) in the African-American community. A total of 21 self-selected, sexually-active African-American students (15 females and 6 males) aged 18-22 completed the AIDS Knowledge, Feelings, and Behavior Questionnaire. It was found that 80 percent of respondents strongly disagreed that AIDS was not a problem in the African-American community. Yet only 38 percent of respondents reported using condoms or latex protection with every sexual encounter. While the results revealed a low level of AIDS stigmatization and a relatively high level of safe-sex practices among African-American college students, they also indicated a modest negative relationship between AIDS stigmatization and safe-sex practices. An appendix contains 13 charts that detail the results. (Contains 14 references.) (MDM)

ED 411 718 HE 030 437

Williams, Bev
Initiating Curricular Change in the Professions: A Case Study in Nursing.
PUB DATE- 97

Language Schools.
PUB DATE- 97
NOTE- 434p.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Instruction; College Students; *English (Second Language); Foreign Students; Graduate Study; Higher Education; Program Descriptions; *Second Language Instruction; Undergraduate Study

This directory describes over 800 preacademic intensive English Programs and English as a Second Language (ESL) courses open to international students at undergraduate and graduate levels. Listed by state first are Intensive English Programs, full-time preacademic educational programs offering at least 15 hours of intensive English classes each week. Listed separately by state are ESL courses for international students; these offer fewer than 15 hours of instruction each week. Each entry includes the name of the sponsor college or other institution, the title of the program, its address, telephone and FAX numbers, e-mail, and Internet addresses. There is an extensive bibliographic guide to funding support for study in the United States. Appendices provide the standards for postsecondary programs of Teachers of English to Speakers of Other Languages; the National Association of International Educators principles of self-study programs; a list of University and College Intensive English Programs consortium member organizations; a list of American Association of Intensive English Programs member organizations. Indexes are provided of sponsoring institutions, beginning dates of programs, and programs for English for specific purposes including business, science, teaching assistantships, and other professions. (JLS)

ED 411 738 HE 030 513

Brown, David W., Ed.
Higher Education Exchange 1997.
PUB DATE- 97
NOTE- 84p.; For the 1996 edition, see ED 399 885.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- Citizen Participation; College Faculty; Educational Change; *Educational Philosophy; Graduate Study; Higher Education; Intellectual Development; Intellectual Experience; Political Socialization; Politics; *Public Support; Scholarship; *School Community Relationship
IDENTIFIERS- Intellectual Community; Intellectuals; *Professionalism

A foreword and 11 articles discuss the nature and structure of public scholarship. The contents include: "Foreword" (Deborah Witte); (1) "Public Scholarship: The Dissemination of Knowledge" (Jean Cameron) which maintains the public has claims on higher education as a creator and disseminator of knowledge; (2) "Daring to Be Unprofessional" (David W. Brown) which suggests the professional ethos is often at odds with the needs of students and other realities on campus; (3) "Towards an Ethic of Academic Discourse, Or, Why Do Professors Talk the Way They Do?" (Bennett Ramsey) which considers the need to balance academic research and academic accessibility; (4) "Pedagogical and Civic Response-Abilities" (Stephen M. Johnson) which examines open-ended learning and multicultural classrooms; (5)

Marlon and Jerry Reeves of Sierra Health Services (Las Vegas, Nevada), who described a private-public pilot program to fund education of medical residents; (9) Mary O. Mundinger, Columbia School of Nursing (New York), who sought funds for graduate nursing education; and (10) Lynn E. Caton, representing the American Academy of Physician Assistants, who sought to make physician assistant programs eligible for such funding. In addition to the testimony, discussions between witnesses and the committee members are also transcribed. (CH)

ED 411 755 HE 030 530

Access and Costs: Recommendations for Title IV. Hearing on Examining Proposals Authorizing Funds for Title IV Student Aid Programs and Issues Relating to Access to Costs of Postsecondary Education of the Higher Education Act, Including S. 1036, To Revise Section 435 of the Higher Education Act To Allow for the Young Americans Bank and Similar Small, Nonprofit Organizations to Provide Additional Funds for Educational Programming, of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 96p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; Distance Education; Educational Change; *Educational Finance; Educational Technology; Educational Trends; *Federal Aid; Federal Programs; Graduate Study; Grants; Higher Education; Lifelong Learning; Nontraditional Students; *Paying for College; Politics of Education; Student Costs; *Student Financial Aid; Student Loan Programs
IDENTIFIERS- Congress 105th; *Higher Education Act Title IV; Reauthorization Legislation

This 10th and final hearing in a series related to the reauthorization of the Higher Education Act, focused on three specific areas: (1) the challenges posed by demographic changes in the college student population--nearly half of all students attend community colleges where the average age of students is 29; (2) the challenges and opportunities posed by technology, including distance learning and underserved communities; and (3) lifelong learning and nontraditional students. Testimony and prepared statements were submitted by: Senators James Jeffords, Edward Kennedy, Wayne Allard, and Christopher Dodd; and by Donald Stewart of the College Board (Washington, D.C.); Joel Harrell, University of Tennessee; Bryan Hannegan, National Association of Graduate-Professional Students (Wilmette, Illinois); Stanley Ikenberry, American Council on Education (Washington, D.C.); Philip Day, Daytona Beach (Florida) Community College; Omer Waddles, Career College Association (Washington, D.C.); and Deborah Dunn, Yorktowne Business Institute (York, Pennsylvania). Testimony covered such topics as: college costs and affordability, access and student aid, graduate education, the grant/loan imbalance, managing student debt, federal student loan programs, and the Kid's Bank amendment. (CH)

ED 411 756 HE 030 531

Opportunity Programs: Opening the Doors to Higher Education. Hearing on Examining Proposed Legislation Authorizing Funds for Programs of the Higher Education Act, Focusing on Those Programs Which Provide Support Services and Scholarships for

Bozik, Mary
In the (Not So) Distant Future: Fiber Optic Distance Learning at the University of Northern Iowa.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Convention of the Central States Communication Association (St. Paul, MN, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Networks; Course Evaluation; *Distance Education; Higher Education; Nontraditional Education; *Student Reaction; Student Surveys; Teaching Methods
IDENTIFIERS- *Fiber Optics; *University of Northern Iowa

Currently every Area Education Agency, community college, and Regent University in Iowa is connected by a fiber optic system known as the Iowa Communications Network (ICN). Every semester, 7 to 13 college credit classes have been offered at the University of Northern Iowa (UNI) via the ICN since 1993. In the Spring of 1995 seven classes (six graduate, one undergraduate) were offered on the ICN by UNI; all were taught by a different instructor, each of whom had participated in a 3-day preparatory workshop. All 168 students were surveyed and 103 responded. Students reported their instructors used a variety of teaching strategies with lecture and discussion as the two most common. In spite of this emphasis on lecture and discussion, a variety of other strategies were used including case studies, demonstrations, story telling, simulations, and role playing. Student evaluation of the teaching strategies over the interactive video medium indicated a general perception of effectiveness. One concern expressed about the distance learning setting is the effect on student behaviors. Students commonly responded that the fiber optic setting made "no difference" on class attendance, asking and answering questions, and motivation to learn. Fifty-nine percent of the students agreed or strongly agreed with the statement: "There is a real advantage to being in the origination site classroom," while 23% were neutral and 17% disagreed. An overwhelming majority (87%) of the students indicated a favorable response to taking another class on the ICN. (AEF)

ED 411 773 IR 018 565

CNN Newsroom Classroom Guides. September 1997.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cable Television; Class Activities; *Current Events; Discussion (Teaching Technique); *Educational Television; Elementary Secondary Education; *Feature Stories; Headlines; News Media; News Reporting; *Programming (Broadcast); Social Studies; Teaching Guides; *World Affairs
IDENTIFIERS- *CNN Newsroom

CNN Newsroom is a daily 15-minute news program specifically produced for classroom use and provided free to participating schools. These classroom guides, designed to accompany the daily CNN (Cable News Network) Newsroom broadcasts for September 2-29, 1997, provide program rundowns, suggestions for class activities and discussion, student handouts, and a list of related news terms. Top stories include: Princess Diana's

Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Guidelines; Libraries; Library Circulation; *Library Collection Development; Library Materials; *Library Technical Processes; Organizational Effectiveness; Organizational Objectives; *Weeding (Library)

Weeding is one of the best ways to make long-term improvements to library collections, but it is also a difficult and sometimes painful task. In the tradition of previous editions, this book guides librarians in the process of methodical and efficient weeding. The book shows how to identify core collections versus the weedable items. The approach is based on the new understanding of the relationship between in-library use and circulation use. After reviewing current weeding practices and standards, the book discusses a variety of effective weeding methods, including the book card method, the spine-marking method, the historical reconstruction method, and the computer-assisted weeding. A new section has been added which includes suitable guidelines for weeding reference (noncirculating) collections. In addition, step-by-step procedures for each method are outlined and practicable considerations are discussed, such as how long each takes and how deeply weeding needs to be done. This entire edition has been thoroughly updated and revised and the process of weeding has been simplified. (AEF)

ED 411 792 IR 056 486

Sykes, Judith A.
Library Centers: Teaching Information Literacy, Skills, and Processes: K-6.
PUB DATE- 97
NOTE- 224p.; Drawings by Cory Henderson.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Elementary Education; Guidelines; Information Literacy; *Learning Resources Centers; *Library Instruction; Program Development; *School Libraries; Skill Development
IDENTIFIERS- *Resource Based Learning

Using the centers approach to resource-based learning, this book incorporates important information skill-building into a variety of exciting learning opportunities across the curriculum. It provides an ongoing library center program through a series of mini-lessons that cover topics ranging from author exploration and natural resources to rockets and Victorian holiday traditions. The book provides reproducible instruction cards, a list of materials, and suggestions for implementation. The projects use different types of media (books, tapes, CD-ROMS, the Internet), giving students a variety of experiences with fiction and nonfiction and allowing them to interact with resources. They learn how to find books; to use the library catalog, dictionaries, encyclopedias, and CD-ROMs; to alphabetize; to perform author research; to build a bibliography; to create a book cover and poster; to role play; and to conduct a video interview. The book also recommends various assessment tools--observation checklists, coaching and discussion, presentations, celebrations, and formal checklists for teachers and students. Cooperatively planned with classroom teachers and continually revised to meet current student needs and changing technologies, the centers approach makes the description, subject classification and organization, and review criteria used. The paper is the result of work carried out by the Organizing Medical Networked Information (OMNI) Advisory Group for Evaluation Criteria which has been looking at a range of services available via the Internet for accessing selected and evaluated medical information sources, and the criteria they use. Internet review services differ greatly in terms of coverage, formality, and intended audience--sites tend to be aimed either at a general audience, covering a broad range of subject areas and produced informally, or specifically at academic and research users and involving the use of formal evaluation criteria, implemented by information professionals or subject experts. URLs (uniform resource locators--Internet addresses) of Internet review services are appended. (Contains 13 references.) (Author/SWC)

ED 411 811 IR 056 638

Tomaiuolo, Nicholas G.; Packer, Joan G.
Web Search Engines: Key To Locating Information for All Users or Only the Cognoscenti?
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Access to Information; Computer Software Evaluation; Higher Education; Information Dissemination; *Information Retrieval; Information Seeking; Information Skills; Librarians; *Library Instruction; Natural Language Processing; *Online Searching; Online Systems; Optical Data Disks; *Search Strategies; User Needs (Information); *Users (Information); *World Wide Web
IDENTIFIERS- Search Engines

This paper describes a study that attempted to ascertain the degree of success that undergraduates and graduate students, with varying levels of experience using the World Wide Web and Web search engines, and without librarian instruction or intervention, had in locating relevant material on specific topics furnished by the investigators. Because different search engines use dissimilar search protocols and interfaces, potential problems paralleling those perceived in CD-ROM and online searching were of concern. Results of the study demonstrate that most end-users can effectively use at least two search engines without professional assistance. The reasons for the contrast in end-users' success with World Wide Web search engines compared with problems found in other types of database searching appear to be related to the effectiveness of WWW search engines' software, which can quickly scan a large number of documents and weight the retrieval for relevance. While online database and CD-ROM vendors have made proprietary search syntaxes standard, Web search engines generally provide for natural language searching. The success of users' searches is no longer necessarily contingent on a knowledge of search protocols but rather on the ability to identify correctly the key concepts for which they are searching. (Contains 30 references). (Author/SWC)

ED 411 812 IR 056 639

NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Case Studies; Computer Literacy; Computer Mediated Communication; Foreign Countries; *Information Dissemination; *Information Management; Information Technology; Internet; *Online Systems; *Organizational Objectives; Resource Allocation; Search Strategies; Staff Development
IDENTIFIERS- *Australia (Western Australia); *Information Infrastructure

This paper identifies aspects of information flow that are affected by online provision of internal information. Reference is made to four case studies of Western Australian government agencies' steps toward becoming Internet information providers, and to the lessons learned from their experiences. Three key interdependent elements of organizational information infrastructure or capability for Internet information provision as identified by the case studies are: organizational structure and processes; information technology infrastructure; and information management infrastructure. The paper concludes with the following recommended strategies for managers to prepare their organizations to become online providers of internal information: (1) develop in managers an understanding of the new information and business environment; (2) develop managerial, professional and operational staff understanding of the organizational role of computer-based communication media; (3) re-engineer business processes whose end-product is information provision; (4) develop policies and procedures for management of online information about the organization; and (5) provide appropriate staff with suitable information technology and skills for online information access and provision. (Contains 12 references.) (AEF)

ED 411 830 IR 056 657

Brown, Suzan A.
Marketing Principles as Applied to the Corporate Information Center.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Information Industry; *Information Management; *Information Services; Information Transfer; Institutional Advancement; *Marketing; *Organizational Objectives; *Special Libraries; User Needs (Information)

Marketing principles, as applied by major businesses around the world, can also be used by information professionals to grow and expand their presence within their own organization. This paper focuses on parallels between marketing in the industrial/research arena, and the needs of information professionals to expand business from existing information for vocational assessment. The following chapters are included: "Preface" and "Introduction" (W. Bruce Walsh, Samuel H. Osipow); "Current Theoretical Issues in Vocational Psychology: Convergence, Divergence, and Schism" (Mark L. Savickas); "The Interactional Perspective in Vocational Psychology: Paradigms, Theories, and Research Practices" (Judy M. Chartrand, Stanley R. Strong, Lauren M. Weitzman); "Theoretical Advances in the Study of Women's Career Development" (Louise F. Fitzgerald, Ruth E. Fassinger, Nancy E. Betz); "Toward a Comprehensive Framework for Adult Career Development Theory and Intervention" (Fred W. Vondracek, Tomotsugu Kawasaki); "Theoretical Issues in Cross-Cultural Career Development: Cultural Validity and Cultural Specificity" (Frederick T. L. Leong. Michael T. Brown); "Research in Career Assessment: Abilities, Interests, Decision Making, and Career Development" (Gail Hackett, C. Edward Watkins, Jr.); "The Process and Outcome of Career Counseling" (Jane L. Swanson); "Integrating Career Assessment into Counseling" (Linda Mezydlo Subich, Kathleen D. Billingsley); "Personal Adjustment: Career Counseling and Psychotherapy" (David L. Blustein, Paul M. Spengler); "Career Counseling with Racial and Ethnic Minorities" (Nadya A. Fouad, Rose Phillips Bingham); "International Cross-Cultural Approaches to Career Development" (Beryl Hesketh, James Rounds); "Current Professional Issues in Vocational Psychology" (John D. Krumboltz, David W. Coon); and "Leading Edges of Vocational Psychology: Diversity and Vitality" (Fred H. Borgen). (MN)

ED 411 396   CE 074 638

Lanser, Michael A.
Evaluation of the Executive Information Requirements for the Market Research Process.
PUB DATE- 97
NOTE- 62p.; Doctor of Education Practicum Report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- *Administrators; *Business Education; Decision Making; *Information Needs; Management Information Systems; *Marketing; *Needs Assessment; Program Development; Technical Institutes; Two Year Colleges
IDENTIFIERS- Lakeshore Technical College WI; *Market Research

A study examined the marketing research information required by those executives of Lakeshore Technical College (Wisconsin) whose decisions affect the college's direction. Data were gathered from the following sources: literature review; development of a data dictionary framework; analysis of the college's current information system through interviews with the four executive committee members; identification of ideal information requirements; and comparison of those requirements and the college's existing information requirements. Forty-four information requirements related to information use, system expectations, success criteria, and information needs were identified. Because only two of the college's current market research reports satisfied approximately 50% of the identified information requirements, it was concluded that the college's currently available market research information does not meet the information needs of the college's executives. It was recommended that the college continue developing a data dictionary and integrating market research information and adopt a new process for determining information needs. Appended are the following: diagram of the Lakeshore Technical College

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Career Development; *Competence; Competency Based Education; *Course Content; Course Organization; *Electronic Control; *Electronic Equipment; Electronic Technicians; Electronics; *Electronics Industry; Foreign Countries; Integrated Curriculum; Robotics; Secondary Education; State Curriculum Guides; Teaching Methods; Technology Education; Vocational Education
IDENTIFIERS- *Alberta

With this Career and Technologies Studies (CTS) curriculum guide, secondary students in Alberta can do the following: develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in electro-technologies; enhance employability skills, especially in electro-technologies industries; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the electro-technologies strand contains 37 modules that define what a student is expected to know and be able to do (competencies). The guide is organized in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in career and technology studies; (2) strand rationale and philosophy and strand organization for electro-technologies studies; (3) planning for instruction for career and technology studies and for electro-technologies courses; (4) module curriculum and assessment standards for introductory level electro-technologies competencies; (5) module curriculum and assessment standards for intermediate level electro-technologies competencies; (6) module curriculum and assessment standards for advanced level electro-technologies competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guides. Modules cover the following broad topics: electro-assembly; conversion and distribution; power supply; digital technology; control systems; analog, electronic, and radio communication; security systems; robotics; circuit wiring; electro-optics; magnetic control; electronic servicing; generation/transformation; microprocessors; amplifiers; motors; and control applications. (KC)

ED 411 413 CE 074 694

Enterprise & Innovation. Guide to Standards and Implementation. Career & Technology Studies.
PUB DATE- 97
NOTE- 170p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Business Administration; Career Development; *Competence; Competency Based Education; *Course Content; Course Organization; *Entrepreneurship; Financial Support; Foreign Countries; Integrated Curriculum; Marketing; Secondary Education; *Small Businesses; State Curriculum Guides; Teaching Methods; Technology Education; Vocational Education
IDENTIFIERS- *Alberta

With this Career and Technology Studies (CTS) curriculum guide, secondary students in Alberta can do the following: develop skills that can be applied in their daily lives; refine career-planning skills; develop technology-related skills in more cooperation among TVE users and providers; more integration within TVE subfields and articulation among TVE levels; more experiential learning and flexibility in curriculum structure; and development of skill standards and an assessment process to lead and demonstrate curricular quality and accountability. (Author/YLB)

ED 411 429 CE 074 750

Career Academies.
PUB DATE- 97
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Career Academies; Career Education; Cooperative Programs; *Education Work Relationship; Educational Change; *Educational Innovation; Educational Practices; High Schools; Institutional Cooperation; Integrated Curriculum; Outcomes of Education; Program Effectiveness; Program Evaluation; School Business Relationship

An national evaluation is being conducted to determine the effectiveness of career academies, an important feature of the school-to-work initiative. The evaluation looks at three characteristics of career academies: their school-within-a-school organization, their combined academic and occupational curriculum, and their employer partnerships. Answers to two questions are being sought: (1) how do career academies work, and how do they shape students' education and career preparation? and (2) to what extent do career academies change students school- and career-related outcomes beyond what they would have achieved anyway had they not participated in a career academy? The evaluation uses a random assignment research design to compare the students who participate in an academy and their peers who do not. Ten sites are participating in the study. Preliminary findings include the following: (1) all 10 sites implemented and sustained the three characteristics of career academics; (2) the academy model can be implemented in a variety of settings; (3) a diverse population of students is enrolled; (4) the academies have substantial enrollment and retention rates; and (5) teachers at academies are more likely to collaborate with their peers and to develop personal relationships with their students. (Descriptions of each of the 10 sites are included in this report.) (KC)

ED 411 430 CE 074 752

Skill Improvement Training among Currently Employed Workers. Indicator of the Month.
PUB DATE- 97
NOTE- 3p.; Extracted from "The Condition of Education, 1997."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Adult Education; Comparative Analysis; *Educational Trends; *Employees; *Job Skills; *On the Job Training; Participation; Predictor Variables; *Skill Development; *Vocational Education

Between 1991 and 1995, the percentage of employed workers participating in skill improvement training (SIT) for their current job increased from 30 to 32%. Participation in SIT increased for full- and part-time workers alike. In 1995, are included: "Youth Participation: Integrating Youth into Communities" (Peter Kleinbard); "An International Perspective on Service-Learning" (Donald J. Eberly); "Service Learning; A Theoretical Model" (Barry G. Sheckley, Morris T. Keeton); "Research and Evaluation in Service Learning: What Do We Need to Know?" (Richard K. Lipka); "Service Learning in Curriculum Reform" (Gene R. Carter); "Service Learning in the Comer School Development Program" (Norris M. Haynes, James P. Comer); "Service Learning in the Classroom: Practical Issues" (Winifred Pardo); "Service-Learning in Higher Education" (Allen J. Wutzdorff, Dwight E. Giles, Jr.); "Service Learning in Teacher Preparation" (Peter C. Scales, Donna J. Koppelman); "Encouraging Cultural Competence in Service Learning Practice" (Janie Victoria Ward); "Service Learning and Improved Academic Achievement: The National Scene" (Madeleine M. Kunin); "The Role of the State" (George A. Antonelli, Richard L. Thompson); "Service Learning as a Vehicle for Youth Development" (Shepherd Zeldin, Suzanne Tarlov); and "Looking Ahead: Issues and Challenges" (Joan Schine). The book also contains questions for further study, a list of 11 resources in service learning, name and subject indexes, information about membership in the National Society for the Study of Education, and a list of publications of the society. (KC)

ED 411 448   CE 074 775

Fitzpatrick, Stella, Ed.; Mace, Jane, Ed.
Lifelong Literacies. Papers from the 1996 Conference (Manchester, England, United Kingdom, May 1996).
PUB DATE- 96
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; *Educational Improvement; *Educational Philosophy; Educational Practices; English (Second Language); Foreign Countries; High School Equivalency Programs; Immigrants; *Literacy Education; Nontraditional Education; Nontraditional Students; Outcomes of Education; Program Implementation; *Student Characteristics; Womens Education
IDENTIFIERS- *Great Britain

This collection of 17 papers, presented at a conference in May 1996, documents some of the current thinking about adult literacy education in Great Britain. The first of the three sections of the papers, "Some Context," contains two analyses of the political and economic realities within which potential participants in adult literacy and language education negotiate their opportunities for learning: "Basic Education in the Post-Industrial World: Jobs, Gender, and Citizenship" (Sue Gardener), and "What Refugees Bring to Literacy Classes" (Helen Sunderland). The second section, "Research Perspectives," includes five papers: "Putting the New Literacies into Practice" (David Barton, Mary Hamilton); "Photography in Collaborative Research: 'Insider'/'Outsider' Images and Understandings of Multilingual Literacy Practices" (Rachel Hodge, Kathryn Jones); "Making Sense of Experience: The Role of Narrative in Research and Practice" (Julia Clarke); "Self-Directed Learning: Liberating or Oppressive?: Developing Autonomy in Open Learning" (Chris O'Mahony, Wendy Moss); and "Teach the Mother to Reach the Child?" (Jacqui Armour). The third section, "Students Teaching, Teachers Learning," contains 10 papers that show different strategic responses to learners' interests and address issues of theory and practice that those

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Air Conditioning; Air Conditioning Equipment; Behavioral Objectives; *Employment Potential; *Heating; *Job Skills; *National Standards; *Occupational Information; Occupational Safety and Health; Paraprofessional Personnel; Postsecondary Education; Refrigeration; Secondary Education; Ventilation; Vocational Education

This guide contains information on the knowledge and skills identified by industry as essential to the job performance of heating, air-conditioning, and refrigeration technicians. It is intended to assist training providers in public and private institutions, as well as in industry, to develop and implement training that will provide workers with the competencies needed to gain employment as technicians and to advance within the field. The publication contains six sections. The first section defines skill standards, provides suggestions for using them, and explains how they were developed. The second section lists the core knowledge standards in communication, mathematics, and science. The third section lists the core occupational skills standards in these areas: safety and environment, electrical principles, electric motors, controls, refrigeration, heating, air conditioning, and piping. Occupation-specific skill standards for residential and light commercial heating, air conditioning, and heat pumps, and commercial conditioned-air systems and refrigeration are listed in the fourth section. In the fifth section, standards for workplace behaviors, including ethics, environment, communication, professionalism, and problem solving, are provided. The final section contains skill standards matrixes for core skills and occupational skills. An appendix contains a skills matrix that relates all the skill standards to various residential and commercial applications. (KC)

ED 411 466 CE 074 816

Draves, William A.
How To Teach Adults. Second Edition.
PUB DATE- 97
NOTE- 127p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Basic Education; *Adult Education; *Adult Learning; *Andragogy; *Classroom Techniques; Continuing Education; Educational Practices; Educational Trends; Evaluation Methods; *Lifelong Learning; Student Characteristics; Student Evaluation; Student Motivation; *Teaching Methods

This second edition of a popular book contains the basics included in the first edition along with two new chapters (chapters 9 and 11) revisions and updates to recommended readings, and revisions based on recent literature. The 12 chapters of the book are as follows: (1) Introduction; (2) How Adults Learn; (3) Helping Adults Learn; (4) Preparing the Course; (5) Measuring Results; (6) Discovering Your Participants; (7) Involving Your Participants; (8) Varying Your Teaching Techniques; (9) Energizing the Learning Environment; (10) Making It Better--Evaluations; (11) Learning in the Twenty-

Drinking; Drug Use; Eating Habits; Health Programs; *High Risk Students; High School Students; High Schools; Physical Fitness; Pupil Personnel Services; *Safety Education; School Security; Sexuality; Smoking; *State Surveys; *Student Behavior; Suicide; *Youth Problems
IDENTIFIERS- Adolescent Behavior; *Idaho; Risk Assessment; *Risk Taking Behavior

Many of the health problems experienced by youth are caused by preventable behaviors, such as alcohol abuse and unprotected sexual intercourse. The increasing cost of health care demands that youth be taught to adopt and maintain healthy behaviors. School health programs are essential to attaining this goal. The results of the 1995 Idaho Youth Risk Behavior Survey are described in this report. It summarizes 2,726 high school students' responses taken from behavior questionnaires. The survey presents statistics on the following behaviors: seat belt use; motorcycle, bicycle, and motor vehicle safety; violence in schools; suicide; tobacco, alcohol, and other drug use; sexual behaviors; HIV education; dietary behaviors; and physical activity. Results show that the youth who participated in the survey have engaged in behaviors which put them at risk for many significant health and social problems. For example, nearly one third of all students responding had recently ridden in a car driven by someone else who had been drinking alcohol (motor vehicle crash injuries are the leading cause of death among youth ages 15 to 24 in the United States). Nearly one fourth of all students responding had seriously considered suicide (the second-leading cause of death among youth, aged 15-24, in Idaho is suicide). An 18-point "Healthy Schools Checklist" is included for use in evaluating the effectiveness of a school's health program. Contains 15 references. (RJM)

ED 411 485 CG 028 004

Miller, Geraldine; Russo, Thomas J.; Greene, Al
Cross-Cultural Pluralism and Spiritual Orientation of Recovery from Alcoholism.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Alcoholism; *American Indians; *Blacks; Comparative Analysis; Counseling Techniques; Cultural Awareness; *Cultural Influences; *Whites
IDENTIFIERS- African Americans; Cross Cultural Counseling; Native Americans; Spiritual Needs; Spiritual Well Being Scale; *Spirituality

Counseling which emphasizes spiritual concerns in treatment approaches must note the impact of alcoholism on different racial groups; counselors should not presume that the dominant culture's definition of spirituality applies to the client. The spiritual development of recovering alcoholics within the context of their culture is the focus of this paper. It examines the quantitative and qualitative aspects of spiritual well-being in recovering Caucasian, Native American, and African American alcoholics. The Spiritual Well-Being Scale (Ellison, 1983; Paloutzian and Ellison, 1982) was used in two studies: study 1 compared Caucasian alcoholics (N=50) to Native American alcoholics and non-alcoholics (N=37); study 2 compared African American alcoholics (N=50) to Caucasian alcoholics (N=68). Additionally, three separate focus groups were conducted with selected samples of Native American, African American, and Caucasian alcoholics. Results from the study

State University CA

This booklet describes various components of the America Reads Challenge program, which will mobilize AmeriCorps members, skilled reading specialists, and trained volunteer reading tutors to ensure that every student can read independently and well by the end of third grade. The booklet begins with advice on how to get involved right now and provides the names and addresses of 20 organizations linked to the America Reads Challenge. It then describes several strategies that are essential for helping children learn to read and that are incorporated into the America Reads Challenge, including creating more after school, weekend and summer learning opportunities; strengthening parent involvement; promoting greater public awareness and local partnership building; and supporting research and evaluation. The booklet then describes the legislation establishing the America Reads Challenge, and a series of 26 questions and answers regarding the program. The booklet concludes with a discussion of federal work-study and the America Reads Challenge as it is implemented at San Francisco State University. A list of colleges committed to the America Reads Challenge is attached. (RS)

ED 411 505 CS 012 924

Blevins, Wiley

Phonemic Awareness Activities for Early Reading Success: Easy, Playful Activities That Prepare Children for Phonics Instruction.

PUB DATE- 97

NOTE- 65p.

LANGUAGE- English

EDRS Price- Document Not Available from EDRS.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

DESCRIPTORS- *Beginning Reading; Learning Activities; *Phonemics; Primary Education; *Reading Skills; Teaching Guides; Teaching Methods

IDENTIFIERS- *Phonemic Awareness; Phonological Awareness

The 48 phonemic awareness activities in this book can be used to supplement and enhance any reading program. Most of the activities in the book can be used for instructional purposes; however, the games and activity pages are intended for practice and review, not for the initial introduction or instruction of skills. After a discussion of what phonemic awareness is and why it is important, the book lists four training programs and five commercially available assessment instruments. It also presents a scope and sequence for 20 weeks of instruction and a suggested sequence within each skill category. The book divides the 48 activities into categories: phoneme discrimination activities, rhyme and alliteration activities, oddity task activities, oral blending activities, oral segmentation activities, phonemic manipulation activities, and linking sounds to spelling activities. Contains a 25-item professional bibliography. (RS)

ED 411 506 CS 012 925

Read and Write Together.

PUB DATE- 96

NOTE- 107p.

LANGUAGE- English

EDRS Price- MF01/PC05 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

Response Procedure on Essay Grades.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Indiana Teachers of Writing Fall Conference (Indianapolis, IN, September 26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Error Correction; Error Patterns; *Freshman Composition; *Grading; Grammar; *Instructional Effectiveness; Student Needs; Two Year Colleges; *Writing Evaluation; Writing Research
IDENTIFIERS- *Lansing Community College MI

Instructors of Composition I at Lansing Community College (LCC) in Lansing, Michigan, are required by the Department of Communication to grade a paper in four areas: content, structure, style, and mechanics. The policy, in effect in its present form since 1982, places heavy emphasis upon the conventions or "mechanics" of writing Edited American English. The status of the place of grammar in the writing class in American education has had its ups and downs, especially in the last hundred years. Researchers have tried to demonstrate both sides of the question of whether the study of grammar contributes to good writing. The debate of teaching grammar in a composition classroom has devolved into a debate of mechanics. Researchers and composition instructors have also debated the value of and the best procedures for marking students' errors. A first-time freshman composition instructor at LCC examined the effectiveness of the mandated grading procedures over the course of a semester. Results indicated: (1) no significant difference between the students' performance on Essay 1 and Essay 5; (2) students' grade on mechanics did not predict their performance on the essay in general; and (3) some students made fewer of some kinds of errors only to make more of other kinds of errors. Avoiding grammar instruction because some studies suggest its inefficacy seems biased. If a particular student or section of a class needs instruction, it is irresponsible not to provide it. (Contains 35 references and 9 tables of data.) (RS)

ED 411 526 CS 215 984

Burkhalter, Nancy
Assessing Grammar Teaching Methods Using a Metacognitive Framework.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; English Instruction; Error Correction; *Grammar; Higher Education; Induction; *Learning Processes; *Metacognition; Metalinguistics; *Sentence Combining; *Teaching Methods; Writing (Composition); *Writing Instruction; Writing Research; Writing Skills; Writing Strategies

A study examined 3 grammar teaching methods to understand why some methods may carry over into writing better than others. E. Bialystok and E. B. Ryan's (1985) metacognitive model of language skills was adapted to plot traditional grammar,

Transitional Course Outline: English I. Transformations: Kentucky's Curriculum Framework. Draft.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 31p.; For English III, see CS 216 016; for English IV, see CS 216 017.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Course Content; Course Descriptions; *Course Objectives; Educational Change; *English Instruction; Evaluation Methods; High Schools; *Language Arts; Student Evaluation; Units of Study
IDENTIFIERS- Kentucky Education Reform Act 1990

Providing help to teachers and schools attempting to achieve the vision of the Kentucky Educational Reform Act (KERA) which shifts the focus of instruction to student use and application of knowledge, this paper presents a sample course outline as a starting point for course development. The paper begins with one example of a course description for English I, a high school language arts course designed to continue to develop students' language arts abilities in reading, writing, speaking, listening, and observing through the study of a variety of literary genres and a wide range of writing experiences. The paper then discusses targeting outcomes; presents a goals and outcomes correlation chart; discusses course outcomes; addresses content and content guidelines (including suggested reading materials); presents charts illustrating how students become active, investigative learners who can demonstrate learning in meaningful ways; presents assessment activities; and presents a sample unit development format. Appendixes contain the 6 KERA goals and sample items from KIRIS assessments. (RS)

ED 411 546 CS 216 016

Transitional Course Outline: English III. Transformations: Kentucky's Curriculum Framework. Draft.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 31p.; For English I, see CS 216 015; for English IV, see CS 216 017.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Course Content; Course Descriptions; *Course Objectives; Educational Change; *English Instruction; Evaluation Methods; High Schools; *Language Arts; Literature Appreciation; Student Evaluation; United States Literature; Units of Study
IDENTIFIERS- Kentucky Education Reform Act 1990

Providing help to teachers and schools attempting to achieve the vision of the Kentucky Educational Reform Act (KERA) which shifts the focus of instruction to student use and application of knowledge, this paper presents a sample course outline as a starting point for course development. The paper begins with one example of a course description for English III, a high school language arts course that surveys the American character through literature while focusing on the development and refinement of student communication skills. The paper then discusses targeting outcomes; presents a goals and outcomes preschool, including 14 children (43% female) in the 3-year-old classroom and 14 of 16 (56% female) children in the 4-year-old classroom. Observers used a behavioral checklist instrument and pre-recorded time signals. Each child was observed an average of 98 times yielding a total of 2752 observations. Results indicated that, overall, children used private speech in 13% of the observations, suggesting that 3-4 year old children spontaneously use self-regulatory language often in the context of the preschool classroom. Among other results, 4-year-olds' private speech occurred during the self-directed, tacitly structured, self-selected activity time setting, whereas 3-year-olds' self-talk was more evenly distributed across the three classroom settings. Findings suggest that most (77%) 4-year-olds' private speech occurred during focused, on-task activities while 3-year-olds' private speech was equally likely to appear during either on-task or off-task activities. (Contains 9 references; graphs of study results are appended.) (CR)

ED 411 566   CS 509 611

Borisoff, Deborah
Strategies for Effective Mentoring and for Being Effectively Mentored: A Focus on Ph.D.-Granting Private Research Institutions.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; Higher Education; *Interprofessional Relationship; *Mentors; *Nontenured Faculty; Private Colleges; *Professional Development; Publish or Perish Issue; Teacher Effectiveness; Tenure
IDENTIFIERS- Junior Faculty

From the time a new faculty member is hired until a final decision is made on promotion and tenure, his/her record will undergo constant scrutiny by departmental personnel committees, school and/or university-wide committees, external reviewers, and administrators. A formal and clear-cut mentoring system can benefit new faculty members: senior faculty members assigned as mentors would feel that they have the support, responsibility, and obligation to play a proactive role in establishing an ongoing relationship with the mentee; an explicit mentoring process may reduce the reluctance of the mentor and mentee to be in contact with one another; and others who evaluate a new hiree can contact the mentor. Guidelines regarding an "acceptable" record of scholarship involve the culture's parameters for publication, the publishing process for scholarly books and journal articles, and the relationship of professional associations to scholarly endeavors. Mentors must help the mentee balance teaching and research activities in ways that do not marginalize either activity. Strategies that may enhance and document effective teaching are preparing syllabi that acknowledge the academic climate; balancing student assignments with research deadlines; and enhancing and documenting teaching effectiveness and commitment. Mentors also need to protect junior faculty members from becoming over-extended in service initiatives without diminishing the import

Creating the Quality School (Oklahoma City, OK, March 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Arbitration; *Conflict Resolution; Elementary Secondary Education; *Grievance Procedures; *Negotiation Agreements; *Parent Grievances
IDENTIFIERS- *Socorro Independent School District TX

School districts in Texas have used the same grievance procedure for approximately 20 years. In response to general dissatisfaction throughout the Socorro Independent School District (SISD) in El Paso, Texas, the district developed a new, user-friendly grievance procedure. This paper describes the use of peer mediation and arbitration to resolve conflicts among employees, students, and parents in the Socorro Independent School District. The new policy covers grievances between employees, between students/parents and teachers, and between students/parents and SISD employees. The paper describes the former grievance procedure, discusses the genesis of the new conflict-resolution policy and its components, and highlights outcomes of the new policy. Within the 10-month period after initiation of the new policy, 6 of the 15 complaints filed by district employees were resolved at the initial meeting of the 2 parties. One parent-versus-employee complaint was resolved through mediation by the arbitrator, and there were no student/parent grade or grade-level challenges. The policy is said to be successful because it is user friendly and utilizes district employees to resolve conflicts. (LMI)

ED 411 585 EA 028 619

Wohlstetter, Priscilla; Griffin, Noelle C.
First Lessons: Charter Schools as Learning Communities. CPRE Policy Briefs, RB-22.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Accountability; *Charter Schools; Educational Innovation; Elementary Secondary Education; *Institutional Autonomy; *Institutional Mission; Instructional Effectiveness; Leadership; Parent Participation; *School Effectiveness; *School Organization
IDENTIFIERS- *Learning Communities

Over the past 6 years, 28 states have authorized the creation of charter schools as an alternative form of public education. This policy brief examines the goals and implementation issues specifically related to teaching and learning. It presents findings of a study that explored how learning communities were created and sustained in 17 charter schools in Los Angeles, California; Boston, Massachusetts; and Minneapolis/St. Paul, Minnesota. The study was based on the assumption that strong learning communities enhance student performance. Data were gathered through a review of charter-school documents and through focus-group discussions with charter-school founders, administrators, and teachers. The researchers identified four building blocks used by the charter schools to create and sustain learning communities--the school's mission,

Christman, Jolley Bruce; Macpherson, Pat
The Five School Study: Restructuring Philadelphia's Comprehensive High Schools. A Report for the Philadelphia Education Fund by Research for Action.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.
PUB DATE- 96
NOTE- 120p.; "With Jody Cohen, Joan McCreary, and Frances Reimer."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Ability Grouping; Access to Education; Educational Environment; *Equal Education; High Schools; *Participative Decision Making; *Professional Development; *School Restructuring; Student Attitudes; Student Placement; Teacher Attitudes; *Track System (Education)
IDENTIFIERS- Learning Environments; *Philadelphia Schools Collaborative PA

In 1988, only one-half of Philadelphia 9th-graders in comprehensive high schools moved into 10th grade. In the same year, The Pew Charitable Trusts funded the Philadelphia Schools Collaborative (PSC) to seed the restructuring of the city's 22 comprehensive high schools. With a set of programmatic guidelines culled from successful efforts across the country, the Collaborative, in partnership with the school district, initially focused on ninth-graders, the students most vulnerable to failure, and then broadened to include the restructuring of entire schools. How the reforms fared at five high schools is the subject of this report. Data were collected through observation; personal interviews with 111 teachers, 38 students, and 17 administrators; and focus-group discussions with 32 teachers and with 294 students. The report presents case studies of the five high schools, and describes the basic ingredients for school learning communities, for professional development, and for critical reflection. The biggest restructuring dilemma was the segregation of students into tracked programs, which reinforced the attitude that only some students could achieve and that implicitly validated race and class assumptions. Appendices contain information about the Philadelphia Schools Collaborative and suggested research activities. (Contains 21 references). (LMI)

ED 411 605 EA 028 651

Terenzini, Patrick
Student Outcomes Information for Policy-Making. Final Report of the National Postsecondary Education Cooperative Working Group on Student Outcomes from a Policy Perspective.
PUB DATE- 97
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Accountability; *Classification; *Educational Assessment; *Educational Objectives; Evaluation Criteria; Higher Education; Performance; Policy Analysis; *Policy Formation; Postsecondary Education; Standards; Student Evaluation

The National Postsecondary Education Cooperative (NPEC), with the support of the U.S. Department of Education's National Center for Education Statistics, was formed to develop ways to improve the utility of information for policy making at all levels and in all sectors of the postsecondary education enterprise. This report provides a model for examining, from a policy

NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adults; Delivery Systems; Employment Patterns; *Employment Services; *Mental Disorders; *Mental Health Programs; *Mental Retardation; National Surveys; Referral; Resistance to Change; Sheltered Workshops; State Agencies; *Supported Employment; *Vocational Rehabilitation

This monograph reports data from a national investigation of day and vocational services for individuals with developmental disabilities provided by 50 state mental health agencies and the District of Columbia. Respondents were asked to report FY 1993 data on variables such as total numbers served, data collection systems, types and level of data collected, types of day and vocational services, referral sources and discharge placements, and information on the agency's commitment to the expansion of integrated employment. Findings from the study indicated that individuals with mental illness and developmental disabilities are being served by state mental health agencies. Data also revealed that state mental retardation/developmental agencies are the number one referral and discharge source for these individuals. The study also found that many state mental health agencies had difficulty reporting data on day and vocational service categories as defined on the survey questionnaire and the numbers served in these categories at the state level. Finally, information was gathered on states' commitment to expanding integrated employment services and their perception of barriers. The report concludes with suggestions for future research on individuals with developmental disabilities served by state mental health systems. Appendices include the data collection instrument. (Contains 22 references.) (Author/CR)

ED 411 623 EC 305 813

Butterworth, John; Pitt-Catsouphes, Marcie
Different Perspectives: Workplace Experience with the Employment of Individuals with Disabilities.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 41p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Disabilities; *Employer Attitudes; *Employer Employee Relationship; Focus Groups; Job Placement; Organizational Climate; Peer Acceptance; *Supported Employment; *Work Environment
IDENTIFIERS- *Attitudes toward Disabled; *Coworkers

This report discusses the findings of a project that conducted a series of six focus groups to gather information from different employee groups about their perceptions of issues pertaining to the employment of individuals with disabilities. Focus groups were convened with human resource managers, supervisors, and coworkers of employees with disabilities (n=32). Key findings include: (1) administrators had more favorable opinions about the availability and efficacy of formal policies and programs already established at their workplaces than did supervisors or coworkers; (2) supervisors and coworkers commented on the importance of informal supports; (3) participants felt that the importance of informal supports is heightened when few formal

(141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agency Cooperation; *Behavior Disorders; Community Programs; *Emotional Disturbances; Family Programs; Focus Groups; *Integrated Services; Interviews; Organizational Effectiveness; *Parent Attitudes; Professional Personnel; Qualitative Research; Questionnaires; Shared Resources and Services

This final report describes a one-year qualitative research study that explores service coordination to children with emotional or behavioral disorders (EBD) and their families. First, the project's conceptual framework, an ecological approach, is briefly explained. Next, the concept of service coordination is discussed, noting the role of the service coordinator and the lack of published studies on service coordination. Third, the rationale for employing qualitative methodology is offered. The study involved a questionnaire, interviews, and focus group sessions with eight parents of children with disabilities and six professionals (nominated by the parents). Results are reported in terms of family and child demographics, child placement history, and professional disciplines represented in the group. Findings suggest that the extent to which service coordination is effective may depend upon the interaction of three primary factors: (1) personal characteristics of the professionals working with the family; (2) characteristics of the organization in which the professional is employed; and (3) characteristics of the larger community system. The study identified personal characteristics of professionals that either facilitated or hindered effective service coordination as well as intraorganizational and interorganizational factors that facilitated or hindered service coordination. The Family Support Questionnaire is appended. (Contains 16 references.) (DB)

ED 411 641 EC 305 832

Learning Disabilities: Organizations and Resources, Reference Circular, No. 97-01.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Educational Legislation; Elementary Secondary Education; Federal Legislation; Higher Education; *Information Sources; *Learning Disabilities; National Organizations; *Organizations (Groups); Public Agencies; Rehabilitation

This reference circular describes sources of information for persons with learning disabilities, their families, and professionals. Section 1 is an annotated, alphabetical listing of 29 organizations, including information clearinghouses, research institutions, referral agencies, and advocacy groups. These organizations provide information on parenting, education, transition from high school to work or higher education, employment, independent living skills, and legal advocacy. Section 2 is a selective bibliography of 59 print and nonprint materials dealing with learning disabilities. Topics include information for parents, education, legislation, and adaptive technologies. Section 3 describes six federal laws concerning education and employment of persons with learning disabilities. Section 4 lists state agencies that administer rehabilitation programs for persons with learning disabilities. (DB)

ED 411 642 EC 305 834

Materials; Youth; *Youth Agencies

This compendium of more than 80 clearinghouses, libraries, research centers, youth development organizations, and publishers is intended as a resource for professionals, volunteers, funders, grant writers, researchers, educators, and others who work with or on behalf of young people with and without disabilities. It provides a preliminary list of resource centers and services that have been identified by the youth development field as providing useful information. Each of the sources of information listed either publishes, distributes, or electronically links a customer to information on youth services, statistics and funding information, or databases of specialized youth-related material. Each entry within the compendium provides a summary of the purpose and activities of the information source, selected publications and resources, and a description of the contents of its Internet site, if one exists. Information sources are listed in alphabetical order in the table of contents, indexed by subject categories and the publications and electronic resources available, to assist the reader in identifying the correct information source. (CR)

ED 411 659 EC 305 852

Technology for Students with Disabilities: A Decision Maker's Resource Guide.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 115p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Access to Education; *Appropriate Technology; *Assistive Devices (for Disabled); Case Studies; Cost Effectiveness; Decision Making; *Disabilities; Educational Technology; Elementary Secondary Education; Evaluation Methods; *Financial Support; *Inclusive Schools; Information Sources; Mainstreaming; Organizations (Groups); Program Implementation; Student Evaluation; Technological Advancement

This guide presents strategies for applying technology to help students who have cognitive and physical disabilities, and shows how technology is useful not only in presenting curriculum and assessing students, but also in the administration and organization of special education programs. Case studies and descriptions of state-of-the-art applications illustrate how technology can help students with disabilities master complex materials and basic skills and how technology can support educators in assessing and evaluating students' progress. Chapter 1 describes the most common challenges associated with educating children with disabilities and discusses research-validated approaches in assistive instruction and assessment technologies. Chapter 2 demystifies the process of determining what technology will best meet student needs and discusses the cost effective acquisition of those technologies. Chapter 3 delineates strategies necessary to ensure that technology investments produce continuous learning improvements, including the establishment of a technology team and devising a long-range technology plan. Chapter 4 provides assistance in finding the help needed to make technology "pay off." It includes an extensive resource concentration within the English major, and master of arts degree in ESL instruction) while meeting the specific assessment needs of each. The portfolio consists of: a statement of the candidate's philosophy of teaching (1 page); an introductory essay (3-4 pages) containing a self-analysis of development through the program and a description of the practicum; the practicum evaluation(s); a videotape from the practicum or other approved teaching experience, with a critique (2-3 pages); a project from one of a number of approved methods and materials courses; a teaching question response (5-6 pages); and the candidate's curriculum vitae (optional). Additional materials are program-specific. The portfolio is evaluated by a committee of major-area faculty and faculty from the two English majors. Contains 8 references. (MSE)

ED 411 678　　　　FL 024 729

McKay, Sandra Lee, Ed.; Hornberger, Nancy H., Ed.
Sociolinguistics and Language Teaching.
PUB DATE- 96
NOTE- 495p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Creoles; Cultural Context; English; Ethnography; Interaction; Intercultural Communication; Language Attitudes; Language Planning; *Language Research; *Language Role; *Language Variation; Learning Motivation; Linguistic Theory; Literacy; Pidgins; Policy Formation; Public Policy; Regional Dialects; Second Language Instruction; *Second Languages; Sex Differences; *Sociolinguistics; Speech Acts

The text presents an introduction to sociolinguistics for second language teachers, focusing on social dimensions of language likely to be of interest to this group. The first group of chapters addresses the manner in which the larger social and political context affects language broadly: "Language Attitudes, Motivation, and Standards" (Mary McGroarty); "Societal Multilingualism" (Kamal K. Sridhar); "World Englishes" (Braj B. Kachru, Cecil L. Nelson); and "Language Planning and Policy" (Terrence G. Wiley). The second part focuses on how the larger social context affects the particular linguistic forms the individual uses: "Regional and Social Variation" (John R. Rickford); "Pidgins and Creoles" (Patricia C. Nichols); and "Language and Gender" (Rebecca Freeman, Bonnie McElhinny). In part three, chapters deal with how a specific social situation or role relationship influences both verbal and nonverbal communication, and vice versa:: "Ethnographic Microanalysis" (Frederick Erickson); "Interactional Sociolinguistics" (Deborah Schiffrin); and "Intercultural Communication" (J. Keith Chick). In part four, analysis focuses on specific social situations and role relationships within a culture: "The Ethnography of Communication" (Muriel Saville-Troike); "Speech Acts" (Andrew D. Cohen); and "Literacy and Literacies" (Sandra Lee McKay). The concluding chapter, "Language and Education" (Nancy H. Hornberger) examines how language influences and is influenced by education. (MSE)

ED 411 679　　　　FL 024 730

ED 411 698 FL 024 800

Simpson, Barbara Lazenby
Social Distance as a Factor in the Achievement of Pragmatic Competence. CLCS Occasional Paper No. 47.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Communicative Competence (Languages); *Cultural Context; Culture Conflict; *English (Second Language); Foreign Countries; Linguistic Theory; *Pragmatics; Schemata (Cognition); Second Language Learning; *Sociocultural Patterns; Speech Acts
IDENTIFIERS- Anomie Theory; Ireland (Dublin); *Social Distance

Acquisition of pragmatic competence by second language learners in the target language environment is examined, drawing on a study of learners of English as a Second Language in Dublin (Ireland). The hypothesis presented is that learners who perceive social or cultural distance between themselves and the target language culture will have greater difficulty in achieving pragmatic competence and developing cultural and pragmatic awareness than those who do not perceive this distance. The first section examines theories of communicative competence and the position of pragmatic competence within them. Organization of knowledge into schemata, and the influence this may have on the learner lacking schemata appropriate to new cultural situations, are discussed. Social distance is described as it applies to the language learner, and the stages through which a learner passes in the acculturation process are also considered. The phenomenon of culture shock and the stage of anomie as a potentially critical period for a learner are explored. The second section considers the theory of speech acts and their realization in achievement of communicative competence, and difficulties in cross-cultural communication. The third section introduces the empirical study, and the fourth presents its findings. Implications for instruction are discussed in the final section. (MSE)

ED 411 699 FL 024 801

Williams, Marion; Burden, Robert L.
Psychology for Language Teachers: A Social Constructivist Approach.
PUB DATE- 97
NOTE- 249p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Classroom Environment; Classroom Techniques; Educational Environment; *Educational Psychology; Elementary Secondary Education; Learning Motivation; Postsecondary Education; *Psychology; Second Language Instruction; *Second Languages; *Student Role; *Teacher Role; Teacher Student Relationship

This guide provides second language teachers at all educational levels with background information about educational psychology to assist them in daily classroom instruction and to provide a framework for viewing teaching and learning situations. The first two chapters are a brief introduction to educational

NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Role; Change Agents; Change Strategies; College Faculty; *Curriculum Development; *Educational Change; Foreign Countries; Higher Education; Interdisciplinary Approach; Management Systems; Models; *Nursing Education; *Participative Decision Making; Resistance to Change; Teacher Role; *Universities
IDENTIFIERS- Problem Based Learning; *University of Alberta (Canada)

This paper describes the initiation of curricular change in the undergraduate nursing program at the University of Alberta in Edmonton, in light of significant changes in the health care delivery system. In 1995, the program's Administrative Council adopted a Facilitated Deliberative Inquiry consensus model to manage a review of the curriculum and guide change, organizing a Deliberative Group of faculty, student, alumnae, employer, and consumer representatives. The group recommended that the curriculum evolve to a problem-based learning (PBL) model that would integrate essential concepts from support course disciplines. To counter a lack of strong faculty support for the change, open forums, individual meetings, and workshops on PBL were held. The curricular change eventually garnered 80 percent approval among faculty. It is concluded that effective curricular change requires the support of deans and senior administrators, careful choice of a consultant, the segregation of function and authority among faculty, the selective dissemination of specific recommendations when they are still in draft form, a high level of faculty involvement, and early positive experiences with the proposed changes. (MDM)

ED 411 719 HE 030 438

Rahilly, Timothy J.; Saroyan, Alenoush
Memorable Events in the Classroom: Types of Knowledge Influencing Professors' Classroom Teaching.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; *College Instruction; Educational Attitudes; Epistemology; Foreign Countries; Higher Education; *Knowledge Base for Teaching; Knowledge Level; Self Evaluation (Individuals); Teacher Effectiveness; Teaching Methods; *Teaching Models
IDENTIFIERS- Faculty Attitudes

This study examined the types of knowledge influencing classroom teaching in higher education. A total of 102 professors from across North America regarded as exemplary teachers participated in the study. Respondents were asked to recall a time during the last 3 years when they thought that they had done a poor job of teaching as well as a time when they felt that they had done an exemplary job of teaching. Respondents were then asked to indicate what types of knowledge had

"An Agenda for Involving Faculty in Service" (Deborah Hirsch) which proposes service learning as a form of faculty professional service; (6) "The Promise and the Flaws of Public Scholarship" (Alan Wolfe) which presents public scholarship as an obligation to share knowledge; (7) "Public Scholars: In Search of a Usable Present--A Reply to Alan Wolfe" (Jay Rosen) which stresses the need to disseminate knowledge and create it in a group fashion; (8) "Public Scholarship and the Land-Grant Idea" (Scott J. Peters) which notes the legacy of partnership between university and community; (9) "Civic Education in a New Key" (Bernard Murchland) which urges the centrality of educating for a healthy civic society; (10) "Public Deliberation: A Resurgence of Scholarly Interest" (Dennis Gilbert) which notes that public deliberation strengthens the legitimacy of public institutions; and (11) "The Public and the Academy" (David Mathews) which offers a broad look at the relationship between institutions of higher education and the civic realm. (Papers contain references.)(JLS)

ED 411 739   HE 030 514

Muraskin, Lana
"Best Practices" in Student Support Services: A Study of Five Exemplary Sites. Followup Study of Student Support Services Programs.
SPONS. AGENCY- Department of Education, Washington, DC. Office of Planning, Budget, and Evaluation.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Academic Persistence; Access to Education; Ancillary School Services; Case Studies; College Freshmen; *College Students; *Disadvantaged Youth; *Educational Practices; Educational Research; Federal Programs; Followup Studies; Grants; *High Risk Students; Higher Education; Intervention; Policy Formation; Program Design; Program Effectiveness; Public Policy; School Holding Power; Student Financial Aid; *Student Personnel Services; Work Study Programs
IDENTIFIERS- National Study of Student Support Services; *Student Support Services; TRIO Programs

This report examines best practices in the delivery of Student Support Services (SSS), one of the three Special Programs for Disadvantaged Students known as the TRIO programs. Data have shown that participation in student support services has a positive effect on student outcomes, but many participants do not receive enough services to receive significant benefits. This study was based on case studies that were conducted of five local projects in 1996 drawn from 30 projects in the National Study of Student Support Services, a longitudinal survey of students begun in 1991. The five sites ranged from a small, rural community college to a large state university and also included an historically Black college and a small-town branch of a large, public institution. The most important common practices across the projects were: (1) a project-designed freshmen-year experience; (2) an emphasis on academic support for developmental and popular freshman courses; (3) extensive student service contacts; (4) targeted participant recruitment and participation incentives; (5) dedicated staff and directors with strong institutional attachments; and (6) an important role on campus. The dynamics of different modes of service are summarized. These include discussion of group learning, active counseling, and integrated services. Appended

Disadvantaged Students, Including Institutional Aid to Colleges and Universities, of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 92p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Access to Education; *Black Colleges; College Students; Disadvantaged Youth; *Early Intervention; Educational Legislation; Educationally Disadvantaged; Federal Aid; Federal Legislation; Federal Programs; *Government School Relationship; Higher Education; *Hispanic Americans; Institutional Evaluation; Paying for College; Public Policy; School Support; Student Financial Aid; Student Loan Programs
IDENTIFIERS- *Higher Education Act Title III; Reauthorization Legislation; TRIO Programs; Vermont Student Assistance Program; Wilberforce University OH

This hearing, the ninth in a series discussing issues related to the reauthorization of the Higher Education Act, focuses on three programs: Aid for Institutional Development, or Title III; the National Early Intervention Scholarship and Partnership Program; and the TRIO programs, which provide support services and scholarships for students, as well as institutional aid to colleges and universities and are intended to assist low-income, first-generation college students. The following witnesses made statements: (1) Moses Griffin, Wilberforce University (Ohio), who suggested that common evaluation criteria are inadequate for judging program effectiveness at historically black colleges and universities; (2) R. Vic Morgan, Sul Ross State University (Texas); who discussed the role of Title III at Hispanic-serving institutions; (3) Linda Shiller, speaking on behalf of the National Early Intervention Scholarship and Partnership Program, who discussed the programs of the Vermont Student Assistance Program; and (4) Ann Coles, who spoke on behalf of the National Council of Educational Opportunity Associations, and noted that over 2 million TRIO program participants had graduated from colleges over the past 30 years. Additional materials from the Hispanic Association of Colleges and Universities are appended. (CH)

ED 411 757 HE 030 532

Management of the Student Aid Delivery System. Hearing on Examining Proposed Legislation Authorizing Funds for Programs of the Higher Education Act, Focusing on Student Aid Delivery Systems, of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Administrative Organization; *Delivery Systems; *Educational Finance; Eligibility; Federal Aid; *Federal Programs; Financial Aid Applicants; Government School Relationship; Hearings; Higher Education; *Management Systems; Organizational Climate; Organizational Effectiveness; Paying for College; Politics of Education; Program Effectiveness; *Student Financial Aid
IDENTIFIERS- Congress 105th; *Higher Education Act Title IV; Reauthorization Legislation

death; investigation by French authorities into Princess Diana's death; debate about British monarchy and preparations for Princess Diana's funeral; suicide bombs in a Jerusalem mall; death of Mother Teresa of Calcutta; good and bad news on the Mir space station; United States Secretary of State Albright heads for the Middle East; NASA's Mars "Global Surveyor" goes into orbit; mourning for Mother Teresa's death; Mother Teresa's funeral; Northern Ireland peace talks; famine in North Korea; the United States opts not to sign the Oslo Landmine Ban Treaty; Chelsea Clinton heads for college; Attorney General Janet Reno reviews charges of illegal fundraising against President Clinton and Vice President Gore; Yugoslavia elections; United States Congressional hearings on the Internal Revenue Service; the "Little Rock Nine" and the 40-year anniversary in the fight to desegregate public schools; Mir repairs and United States assistance; and United States astronaut David Wolf to board Mir. (AEF)

ED 411 774 IR 018 566

Longworth, Norman; Davies, W. Keith
Lifelong Learning: New Vision, New Implications, New Roles for People, Organizations, Nations and Communities in the 21st Century.
PUB DATE- 96
NOTE- 179p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Change Strategies; Community Education; Continuing Education; *Educational Change; *Educational Development; Educational Improvement; Educational Trends; *Futures (of Society); *Lifelong Learning; School Restructuring; Teacher Education
IDENTIFIERS- Learning Communities

This book provides the background to the movement of lifelong learning and is a practical guide to focusing the needs and motivations of the individual learner. The guide recognizes that progress is made through the development of individual personal potential and examines the new roles of education, government, and business organizations, and of society itself, in that development process. In declaring the 21st century a "learning century," this book gives a glimpse of the potential for a more stable and harmonious future. Discussion includes development of lifelong learning in elementary through adult education across the globe; global paradigms changes for a lifelong learning age, environmental imperatives, and new global power structures); trends for enabling lifelong learning; ten principles of a lifelong learning school; lifelong learning and the development of the workplace; characteristics of a learning organization and an illustrative case study; challenges to teacher education; challenges for higher education; and the learning community and fifty ideas for promoting lifelong learning. A final chapter provides a list of 15 actions which everyone can take to mobilize people, organizations, and even nations, into a more fulfilling lifelong learning role, for themselves and others. Appended are a lifelong learning "Action Agenda" for the 21st century; the World Initiative on Lifelong Learning; and a description of the "Odyssey of the Mind" problem-solving tournament. (Contains 57 references.) (AEF)

ED 411 775 IR 018 570

school library an active place for educators and students. Designed for elementary schools, many of the centers described in this book can also be adapted to the secondary school environment. (AEF)

ED 411 793 IR 056 617

Wilson, Karen A., Ed.; Colver, Marylou, Ed.
Outsourcing Library Technical Services Operations: Practices in Academic, Public, and Special Libraries.
PUB DATE- 97
NOTE- 239p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Libraries; *Case Studies; Cataloging; Database Management Systems; Document Delivery; Higher Education; *Library Collection Development; Library Services; *Library Technical Processes; Public Libraries; Special Libraries
IDENTIFIERS- HTML; *Outsourcing

This book provides a resource to technical services managers in presenting and evaluating case studies of outsourcing programs in academic, public, and special libraries of the United States and Canada. A comprehensive overview of the options, outcomes, and assessments of outsourcing is offered; thus providing ways of managing contractual services with vendors and of integrating such services into library settings. Among the outsourced activities explored are authority control, book selection, collection replacement, computer support, database maintenance, document delivery, foreign-language cataloging, HTML editing, item record creation, and both original and copy cataloging. Each experience is examined from the perspective of its original objectives, effectiveness, operational success, problems, and outcomes. An extensive bibliography provides additional resources on outsourcing. (AEF)

ED 411 794 IR 056 618

Quaratiello, Arlene Rodda
The College Student's Research Companion.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Higher Education; Information Literacy; Information Networks; *Information Retrieval; *Information Seeking; Information Sources; *Library Instruction; Library Materials; Nonprint Media; Online Systems; Printed Materials; Research Needs; Search Strategies; *Student Research

This guide was specifically designed to help students understand and navigate the wealth of information available today. This book guides students through the specifics of finding, using and evaluating information in print, electronic, and multimedia formats. Designed for individual or classroom library instruction use, it covers the entire research process--from topic selection to evaluation and citation. Planning a research

Read, Tim; Hall, Hazel
Java: An Explosion on the Internet.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Authoring Aids (Programming); Computer Interfaces; Computer Software; *Computer Software Development; *Information Retrieval; Information Science; *Internet; Libraries; *Programming Languages; *Technological Advancement; Users (Information)
IDENTIFIERS- Computer Operating Systems; *Java Programming Language; Sun Microsystems Inc

Summer 1995 saw the release, with considerable media attention, of draft versions of Sun Microsystems' Java computer programming language and the HotJava browser. Java has been heralded as the latest "killer" technology in the Internet explosion. Sun Microsystems and numerous companies including Microsoft, IBM, and Netscape have agreed upon licensing terms. Java is set to change the way that people interact with intranets and the Internet. This paper discusses: (1) how a domestic interface development tool became an Internet product; (2) the Java environment and related products--HotJava, Java Virtual Machine, JavaOS, and JavaChips; (3) Java's strengths as a developer and user tool--platform independence, programming quality, object-orientation, security, commercial promise, and application integration; (4) Java's competitors--ActiveX and Inferno; and (5) Java applications--cybertrade (purchase of goods online), corporate information flow, and information services specific projects. Java offers a greater choice of tools for software development for several platforms, easing developer decisions on market penetration and choice of programming language. End-users can benefit from the enhancements Java brings to Web page design. In the field of library and information science, the most obvious applications are in information retrieval. Long term, Java's legacy is likely to lie in the shift toward true network computing. A glossary of terms is appended. (Contains 14 references.) (Author/SWC)

ED 411 813 IR 056 640

van Brakel, Pieter A.
Twenty Years of Training in Online Searching: Integrating the Internet with the Teaching Programme.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Foreign Countries; Higher Education; *Instructional Design; Instructional Innovation; *Internet; *Library Instruction; *Online Searching; *Search Strategies; Technological Advancement; User Needs (Information)
IDENTIFIERS- Historical Background; HTML; South Africa

center customers as well as expand into new markets in the corporation. Market research, product concept testing and customer surveys are discussed as proven marketing techniques. The importance of managing the entire information center product line and techniques for promoting key services of the information center are reviewed. It is emphasized that organizational objectives should be: specific (not a job description); results-oriented (not a list of activities); quantifiable and measurable; achievable within a definite time frame; and fewer than 10, and fitting on a single page. (Author/AEF)

ED 411 831 IR 056 658

Barbera, Jose
The Intranet: A New Concept for Corporate Information Handling.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; *Computer Mediated Communication; *Computer Networks; Databases; Electronic Text; Foreign Countries; *Information Networks; Information Technology; Internet; Multimedia Materials; *Organizations (Groups); Productivity; World Wide Web
IDENTIFIERS- Client Server Computing Systems; Groupware; *Intranets; Spain

The World Wide Web model has evolved within companies from a repository for notice boards to a new tool that can improve work productivity. Intranets, the internal or corporate internets, are likely to be the key information technology revolution for the remainder of this century. The intranet concept is derived from the present Internet as a natural step in its own evolution. The same TCP/IP communication protocols and applications are used, in particular the Web server/client model. This paper gives first the rationale for setting up corporate intranets, providing the main reasons why the Internet technologies are having such a remarkable impact on the scope of business networking applications and why intranets are becoming so popular among a broad variety of companies. Secondly, the key distinctive functional features of internets are presented. A discussion on typical intranet applications follows: the new functionality offered to business people and other non-typical information technology users is stressed, and significant differences with existing groupware solutions are discussed. The paper concludes by outlining a practical ongoing project to digitize documents (thus reducing the need for printed materials and allowing the inclusion of multimedia contents) which can be delivered to each desktop and accessed by all individuals of an organization in a cost-effective, flexible and friendly way through an intranet Web interface. (Author)

ED 411 832 IR 056 659

Sale, Elizabeth
Electronic Current Awareness in the Corporate Environment.
PUB DATE- 96

System of Education's components; data dictionary component definitions; agenda for current analysis interviews; current analysis data capture form; agenda for requirements planning meeting; abbreviations made to prioritized statements; and responsibilities to information needs matrix. Contains 18 references. (MN)

ED 411 397 CE 074 655

Hiring the Right People: Guidelines for the Selection and Screening of Youth-Serving Professionals and Volunteers.
SPONS. AGENCY- Office of Juvenile Justice and Delinquent Prevention (Dept. of Justice), Washington, DC.
PUB DATE- 94
NOTE- 47p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Adult Education; Agency Role; Check Lists; Children; Compliance (Legal); Guidelines; Negligence; Nonprofit Organizations; *Personnel Selection; Position Papers; Records (Forms); Safety Education; School Safety; *Volunteers; *Youth Programs
IDENTIFIERS- *Background Checks (Employment); *Screening Procedures; Sex Offenders

This booklet, which is intended for individuals involved in screening and selecting professionals and volunteers to work in programs serving young people, presents and examines guidelines that were developed jointly by the National School Safety Center (NSSC) and the Missing and Exploited Children Comprehensive Action Program (M/CAP). Chapter 1 emphasizes the importance of safeguarding children and outlines the objectives and activities of the M/CAP and NSSC. Discussed in chapter 2 are the following considerations in hiring: rationale for and limitations of background checks; costs of failure to screen potential employees thoroughly; development of effective personnel policies; aggressive screening; criminal background checks; creation of a spirit of cooperation; and obstacles impeding use of comprehensive record screening and background checks in schools and youth service agencies. Also included in chapter 2 are a screening policy statement, guidelines for screening and selecting employees and/or volunteers, and sample authorization and disclosure forms. Chapter 3 explains the tort of negligent hiring and considers the issues of conducting reasonable investigations and sovereign immunity. The good and bad news concerning record screening is summarized in chapter 4. Chapter 5 covers the policy intent of sex offender registration laws as well as their content and effectiveness. (MN)

ED 411 398 CE 074 658

Murphy, Donna L.
Establishing a Network of Quality Home Care Providers through the Development and Implementation of an On-site Training Program and Support System.
PUB DATE- 96
NOTE- 95p.; Master of Science Practicum report, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.

enterprise and innovation; enhance employability skills, especially in entrepreneurial pursuits; and apply and reinforce learning developed in other subject areas. The curriculum is organized in strands and modules. This guide encompassing the enterprise and innovation strand contains eight modules that define what a student is expected to know and be able to do (competencies). The guide is organized in the following parts: (1) program rationale and philosophy, learner expectations, program organization, curriculum and assessment standards, and types of competencies in enterprise and innovation; (2) strand rationale and philosophy and strand organization for enterprise and innovation; (3) planning for instruction for career and technology studies and for enterprise and innovation courses; (4) module curriculum and assessment standards for introductory level enterprise and innovation competencies; (5) module curriculum and assessment standards for intermediate level enterprise and innovation competencies; (6) module curriculum and assessment standards for advanced level enterprise and innovation competencies; (7) assessment tools; (8) linkages and transitions; (9) learning resource guide; and (10) sample student learning guides. Modules cover the following topics: challenge and opportunity; planning a venture; analyzing ventures; financing ventures; marketing the venture; implementing the venture; managing the venture; and expanding the venture. (KC)

ED 411 414 CE 074 700

Brown, Bettina Lankard
New Learning Strategies for Generation X. ERIC Digest No. 184.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classroom Techniques; *Cognitive Style; Educational Change; Educational Environment; Educational Needs; *Educational Strategies; *Learning Strategies; Student Characteristics; Teacher Role; *Teacher Student Relationship
IDENTIFIERS- ERIC Digests; *Generation X

The gap between Generation X and earlier generations represents much more than age and technological differences. It reflects the effects of a changing society on a generation. Social changes such as the increase in single-parent households and households with both parents working, corporate downsizing and layoffs, limited opportunities for career positions, and economic troubles at the society level have combined to create a generation characterized as follows: independent problem solvers and self-starters; technologically literate; responsive; focused; lifelong learners; ambitious; and fearless. Effective instruction requires that teachers target their teaching toward the unique characteristics of today's learners. The following are some suggestions for targeting instruction toward the characteristics identified with Generation X: focus on outcomes rather than techniques; engage students in role playing and cooperative learning experiences; give students control over their own learning; respect learner's ability to engage in parallel thinking; give attention to the format of instructional materials; and engage students in creating their own learning environments and in participation for a current job was highest among females and individuals in the 35-54 age group. Participation was related to education, occupation, and work status. In both 1991 and 1995, rates of SIT participation were highest among members of the following groups: college graduates; workers in executive, professional, and technical occupations; and individuals employed full time. The 1995 levels of participation in selected occupational groups were as follows: executive, professional, and technical, 49.9% (same as in 1991); sales and administrative support, 29.4% (versus 24.0% in 1991); service, 24.6% (versus 17.8% in 1991); farming, 13.8% (versus 7.0% in 1991); precision production, craft, and repair, 27.4% (versus 21.4% in 1991); and operators, fabricators, and laborers, 19.2% (versus 17.2% in 1991). (This fact sheet contains a table detailing employed workers' levels of participation in skill improvement training by sex, age, educational attainment, and occupation.) (MN)

ED 411 431 CE 074 754

Homebuyer Education Learning Program Guide.
PUB DATE- 97
NOTE- 154p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Adult Education; *Budgeting; Budgets; Consumer Education; Credit (Finance); Family Life Education; Financial Aid Applicants; *Homeowners; *Housing; Instructional Materials; Learning Activities; Learning Modules; Loan Repayment; *Money Management; *Purchasing; *Real Estate
IDENTIFIERS- Federal Housing Administration

Designed to help present the FHA Homebuyers Education and Learning Program (HELP), this guide answers questions about the home buying process. Successful program completion may entitle the participant to a reduction of the cost of mortgage insurance and, in certain cases, assistance with the downpayment and/or closing costs. Each of five modules is intended for presentation in a 5.5-hour session. The material in the modules includes information, exercises, and activities to apply the concepts and knowledge. Each module ends with an evaluation form. Module I stresses the importance of budgeting for the downpayment and budgeting after the purchase. Module II outlines how to locate a home and the advantages of working with the real estate agent. It explains the purchase contract, offers, and contingencies by pointing out the steps involved when negotiating the price. Module III focuses on selecting a lender, types of mortgages, and processes involved in securing a loan, including the application and pertinent information that must be provided to the lender. It briefly explains how qualifying criteria is evaluated by the lender and discusses Fair Housing Laws and Real Estate Settlement Procedure Act requirements. Module IV covers the steps involved in the homebuying process. Module V highlights the additional responsibilities associated with home ownership and provides tips on performing periodic inspections and repairs to avoid major repair costs. Appendixes include forms, worksheets, and a glossary. (YLB)

ED 411 432 CE 074 755

Brock, Colin; Cammish, Nadine
Factors Affecting Female Participation in Education in Seven

interests raise for teachers and their managers who seek to improve the quality of adult literacy education. The papers are as follows: "Family Learning in West Glamorgan" (Sandra Morton); "Understanding Nursery Education: A Course for Parents & Careers" (Foufou Savitsky); "ESOL English for speakers of other languages and Student Publishing" (Qaisra Ahmad); "The Gatehouse Asian Women's Project" (Tom Woodin); "A Pragmatic Approach to Vocational Literacy" (Audrey Stewart); "Finding a Way In: Back Door Routes to Learning" (Jo Colley); "The Politics of Workplace Literacy" (Fiona Frank, Chris Holland); "Listening and Teaching in Basic Education" (Alison Noel); "The Significance of Student Writing" (Jane Mace); and "RaPAL Research and Practice in Adult Literacy 1996: A Turning Point?" (Margaret Herrington). The publication includes information about the conference and the presenters. (KC)

ED 411 449 CE 074 776

Villee, Pat A. Gallo; Kaser, Kenneth J.
Class Acts: Activities and Games for the Business Classroom.
PUB DATE- 97
NOTE- 48p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Business Education; *Business Skills; Classroom Techniques; *Educational Games; Higher Education; Job Skills; *Learning Activities; Secondary Education; *Skill Development; Teaching Guides; Teaching Methods

This collection of 30 business classroom activities is designed to help students become active thinkers and doers. It provides a variety of ways for reinforcing concepts, practicing problem-solving and critical-thinking skills, and having fun. This manual provides an objective, instructions, and a material list for each activity. Several activities include master handout sheets that can be copied for student use. Skills that can be developed by use of the activities include the following: filing rules and sources of information; concepts, quick answers, and spelling; vocabulary for business; business writing; account categories; food facts; humor; decision-making skills; teamwork; keyboarding; mathematics review; common communication problems; costs and calculations; foreign exchange rates; job search techniques; risk taking; helping new students bond; develop creativity; product design and pricing; quick response and oral presentation; careful analysis; listening skills; values clarification; and becoming familiar with countries and companies. (KC)

ED 411 450 CE 074 777

Walsh, Chris L.; Ferguson, Susan E.; Taylor, Lou
Learning Styles Inventories: What Can They Tell Us about Developing Workplace Literacy Programs?
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Characteristics; *Administrators; Adult Basic Education; *Adult Literacy; *Cognitive Style; Comparative Analysis; *Employees; Teacher Characteristics;

First Century; and (12) Summary. Three appendixes include guides for writing course descriptions, suggestions for promoting a class, and 10 suggestions for further reading. A bibliography contains 53 references. (KC)

ED 411 467 CE 074 818

Tippie, John; Rice, Eric
Business and Education Standards Project. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 70p.; For related skill standards, see ED 400 458, CE 074 477, and CE 074 680.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Education; *Building Trades; Construction Industry; Education Work Relationship; Educational Needs; Integrated Curriculum; *Job Skills; *Job Training; *Labor Education; *National Standards; Postsecondary Education; Program Effectiveness; Program Evaluation; Program Implementation; Skill Development; Unions; Vocational Education

The objectives of the 4-year Laborers-Associated General Contractors (AGC) Business and Education Standards Project are: (1) generate world-class standards for construction craft occupations; (2) develop and promote a certification program for construction craft laborers (this objective was deleted because of negative reaction); (3) promote the standards-setting process and resulting products; (4) attempt to attract construction craft laborers to an industry with a worker shortage; (5) demonstrate to educators how the academic disciplines must be applied at the construction workplace; (6) supply construction employers with workers who possess a known skill component; and (7) provide a clear and easily understood occupational skill description to private industry trainers so they can update and modify their curriculum. The project was accomplished through a coalition that included representatives from construction employers and employer associations, public education, labor unions, and private industry trainers. Skill standards were produced for concrete workers, lead abatement workers, and open-cut pipe-laying workers. Although the objectives of the project were met for the most part, the project concluded that it will take generations to create a culture in the industry that can adopt standards uniformly. (This report includes a third-party evaluation of the project and "A Strategic Plan for Laborers' Training.") (KC)

ED 411 468 CE 074 820

Stern, Susan
Working Women in Contemporary Germany. Roles, Attitudes, and a Handful of Success Stories.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employed Women; *Equal Opportunities (Jobs); *Family Work Relationship; Foreign Countries; Nontraditional Occupations; *Sex Discrimination; *Sex Fairness; Sex Role; Social Attitudes
IDENTIFIERS- *Germany

groups indicated no significant quantitative differences in terms of spiritual, religious, and/or existential well-being among the three groups. However, the focus groups revealed some potentially important thematic differences among these culturally diverse groups, suggesting that the spiritual voice of the individual can only be accessed through qualitative methods. Recognition and incorporation of culture in treatment programs may facilitate the formation of spiritual views, thereby facilitating recovery from alcoholism. (RJM)

ED 411 486 CG 028 008

Daniels, Judy; Pier, Patricia; D'Andrea, Michael
Homeless Students' Perceptions of School Counselors: Implications for Practice.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adolescents; Children; Elementary Secondary Education; *High Risk Students; *Homeless People; Pupil Personnel Services; School Counseling; *School Counselors; Student Attitudes; Youth Problems
IDENTIFIERS- Hawaii; Shelters

Youngsters who live in shelters face numerous challenges in school. Some of their experiences are highlighted here, along with an examination of the perceptions that these youth have of school counselors. The paper provides an overview of the impact of homelessness on school-aged youngsters and their families and discusses the results of a qualitative research study that was conducted among a group of homeless students. The numerous barriers and threats to the students' personal well-being and academic success are outlined, and it is argued that school counselors are in a pivotal position to help students with academic, social, and emotional development. For the qualitative study, 21 homeless, sheltered youth (ages 11 to 16) were interviewed by graduate-level counseling students. The results are discussed in terms of homeless students' familiarity and comfort with school counselors, their perceptions of the school counselor's role, the types of concerns with which homeless students need help, counselors' knowledge about whether they knew that students lived in shelters, and students' sources of assistance and help. Some of the implications that these answers hold for school counselors are presented. (RJM)

ED 411 487 CG 028 010

Winston, Roger B., Jr.; Creamer, Don G.
Improving Staffing Practices in Student Affairs. First Edition. The Jossey-Bass Higher and Adult Education Series.
PUB DATE- 97
NOTE- 392p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Codes of Ethics; *College Administration; College Environment; Higher Education; Personnel Evaluation; Personnel Policy; *Personnel Selection; Professional Development; *Staff Development; *Student Personnel Services; Student Personnel

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Developmental Stages; Early Childhood Education; Evaluation Methods; *Family Literacy; Learning Activities; Parent Participation; *Parent Student Relationship; *Reading Instruction; *Writing Instruction
IDENTIFIERS- Kidwatching

For parents of young children, this packet offers ideas of things to do at home to help in the development of children's reading and writing. The packet discusses how children learn and how parents can help; shows the stages a child goes through in learning to write; offers ideas for activities parents and children can do together; explains how the activities help children to read and write; tells how parents can "child-watch"; shows parents how to keep a record of their children's progress; and lists children's book clubs, books about young children's learning, early picture books, and nursery rhyme collections. (RS)

ED 411 507 CS 012 926

Wilson, Robert M.; Hall, MaryAnne
Programmed Word Attack for Teachers. Sixth Edition.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Consonants; Context Clues; Dictionaries; Elementary Education; Higher Education; Inservice Teacher Education; Preservice Teacher Education; Programmed Instruction; Reading Instruction; *Reading Skills; Structural Analysis (Linguistics); Teacher Education; Vowels; Word Recognition; *Word Study Skills
IDENTIFIERS- Self Monitoring

Providing information for preservice teacher education students and inservice teachers refreshing their knowledge, this self-instruction book addresses "word attack" or word analysis strategies, which are part of the strategies readers use to process written language for meaning. New to the sixth edition of the book are updated references, a more careful selection of key words to aid users of the book, and a new self-check at the end of the book to allow readers to monitor their own improvement. After a discussion of what word attack is and a self-check on word attack, sections of the book address consonants, vowels, morphemic and structural analysis, context cues, and using the dictionary. The new self-check and a "final perspective" conclude the book. Contains 44 references. (RS)

ED 411 508 CS 012 928

Bader, Lois A.
Reading and Language Inventory and Reader's Passages To Accompany Reading and Language Inventory. Third Edition.
PUB DATE- 98
NOTE- 218p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Auditory Discrimination; Cloze Procedure; Elementary Secondary Education; Phonics; *Portfolio Assessment; *Reading Achievement; *Reading Tests; Spelling; Visual Discrimination; Word Recognition; *Writing Tests

sentence combining, and the functional/inductive approach according to the amount of analyzed knowledge and cognitive control each method requires to raise metalinguistic awareness. In so doing, the cognitive demands asked of various kinds of writers by each method can be ascertained. Research results from several studies were analyzed. Results indicated that traditional grammar is not being blended into students' writing because it requires a great deal of cognitive control and analyzed knowledge to deploy. On the other hand, neither sentence combining nor the functional/inductive approach hamstring students with multiple terms and abstract concepts to memorize. Rather, writers focus their attention on some aspect of sentence error and correction by using implicit knowledge, thus keeping the value on the analyzed knowledge axis low. Findings suggest that the highly analyzed system of traditional grammar has had limited success in carrying over into writing because: (1) its goal is to shape mental representations, necessitating an extended period of time to acquire the system; (2) control is possible only after the writer knows the system; and (3) overemphasis on that skill can undermine the production side of things. (Contains 3 figures and 37 references; notes are appended.) (Author/CR)

ED 411 527 CS 215 985

Pezzulich, Evelyn
Language as Moral Action and the Ethical Dimensions of Teaching and Texts: Reflections on the 25th Year of Teaching.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Lily Northeast Conference (September 13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Context; *Females; Feminism; High Schools; Higher Education; *Language Role; *Literature Appreciation; Sex Bias; Womens Education
IDENTIFIERS- Curriculum Implementation; Literary Canon; *Teaching Perspectives; Voice (Rhetoric); Women in Literature; *Womens Literature

In the 1970s, women's literature had not yet arrived in the high school classroom, nor in graduate studies. Only some 20 years later was attention turned to women's literature through the publication of the "Norton Anthology of Literature by Women." Contemporary works by women writers that speak powerfully to the issue of women's voicelessness are Alice Walker's Pulitzer Prize winning novel, "The Color Purple" and Jane Campion's acclaimed film, "The Piano." Both works begin with an imposition of silence and end with each protagonist finding her voice. There is an ethical dimension involved in choosing texts which does not have to do with censorship and control but rather with the liberation of thought. Texts such as these not only encourage the move from silence towards language, especially for those marginalized students who might need encouragement the most, but also offer alternate values and moralities from those of a dominant culture which may suppress certain segments of society. Teaching such texts, in all their complexity, far from diminishing the literary canon, illustrates how the acquisition of voice and language is so central to speaking autonomously, thinking independently, and becoming capable of genuinely moral action which can only issue from an authentic individual. (Contains 21 notes and 6 correlation chart; discusses course outcomes; addresses content and content guidelines (including suggested reading materials); presents charts illustrating how students become active, investigative learners who can demonstrate learning in meaningful ways; presents assessment activities; and presents a sample unit development format. Appendixes contain the 6 KERA goals and sample items from KIRIS assessments. (RS)

ED 411 547 CS 216 017

Transitional Course Outline: English IV. Transformations: Kentucky's Curriculum Framework. Draft.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 94
NOTE- 35p.; For English I, see CS 216 015; for English III, see CS 216 016.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; *Course Content; Course Descriptions; *Course Objectives; Educational Change; *English Instruction; English Literature; Evaluation Methods; High Schools; *Language Arts; Literature Appreciation; Student Evaluation; Units of Study; World Literature
IDENTIFIERS- Kentucky Education Reform Act 1990

Providing help to teachers and schools attempting to achieve the vision of the Kentucky Educational Reform Act (KERA) which shifts the focus of instruction to student use and application of knowledge, this paper presents a sample course outline as a starting point for course development. The paper begins with one example of a course description for English IV, a high school language arts course designed to refine students' communication skills and which focuses on written and oral composition and the study of historical, cultural, and aesthetic significance of classical and contemporary British and/or world literature. The paper then discusses targeting outcomes; presents a goals and outcomes correlation chart; discusses course outcomes; addresses content and content guidelines (including suggested reading materials); presents charts illustrating how students become active, investigative learners who can demonstrate learning in meaningful ways; presents assessment activities; and presents a sample unit development format. Appendixes contain the 6 KERA goals and sample items from KIRIS assessments. (RS)

ED 411 548 CS 216 018

Christopher, L. Carol
Journalistic Skills in the Digitalized Newsroom.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the International Communication Association (Montreal, Quebec, Canada, May 22-26, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; Editing; *Journalism; Labor Problems; *Newspapers; *Organizational Change; *Technological Advancement; *Work Environment
IDENTIFIERS- Pagination; Technological Demands; *Technology

of these endeavors. If a productive and professionally committed faculty member becomes fully engaged in research, teaching, and service, the lines between these activities become blurred and the measure of success becomes internal. (Contains 10 references.) (RS)

ED 411 567 CS 509 615

Scott, David K.
The Rhetorical Compact: Toward a New Genre of Rhetorical Criticism.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the Central States Communication Association (St. Louis, MO, April 9-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Discourse Analysis; *Persuasive Discourse; *Rhetorical Criticism; *United States History
IDENTIFIERS- *Genre Approach; Historical Background; Political Rhetoric; Rhetorical Strategies; Textual Analysis

This paper proposes the examination of the "rhetorical compact" as a new genre of rhetorical criticism. The paper contends that the study of rhetorical compacts and the resulting influence on rhetorical patterns can serve as a tool to the scholar seeking to identify the implicit strategies in textual analysis. It suggests a linear analysis that examines the motives, terms, and outcomes of this rhetorical phenomenon. Several historical case studies are detailed that illustrate the significance of rhetorical compacts as a genre form, i.e.: (1) Why did the 1944 Republican Presidential nominee, Thomas Dewey, refrain from making the Japanese attack on Pearl Harbor a campaign issue in 1944?; (2) Why did President Eisenhower refuse to defuse the missile gap issue in the 1960 election?; (3) Why did the 1964 Republican Presidential nominee, Barry Goldwater, fail to use the Vietnam War and civil rights as a campaign issue?; and (4) Why did the 1968 Republican Presidential nominee, Richard Nixon, refrain from criticizing the Johnson Administration for their conduct of the Vietnam War? The paper concludes that rhetorical compacts can help account for patterns in historical rhetoric that would remain partially unexplained. Contains 15 notes and 32 references. (Author/NKA)

ED 411 568 EA 028 054

Kemerer, Frank; Martinez, Valerie; Godwin, Ken
Comparing Public and Private Schools: Teacher Survey Results.
PUB DATE- 96
NOTE- 55p.; For the first report in the series, see ED 359 610.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Economically Disadvantaged; *Educational Environment; Educational Vouchers; Elementary Education; Junior High Schools; Middle Schools; Parent Participation; *Private Schools; *Public Schools; *School Choice; *Teacher Attitudes; Teacher Influence; Tuition
IDENTIFIERS- *San Antonio Independent School District TX

More than 70 percent of San Antonio (Texas) urban school children are Hispanic, and approximately 85 percent are from minority ethnic groups. This paper is the second in a series of reports instructional program, accountability system, and leadership. They also identified three enabling conditions that help to explain the charter schools' varying degrees of success in implementing the four building blocks--a high degree of autonomy and an effective decision-making structure, support networks or organizations, and high levels of parental support. Sidebars offer information on centralized and decentralized management; the growth of charter schools; and state teaching-and-learning goals for charter schools in California, Massachusetts, and Minnesota. (Two references and six endnotes are included. (LMI)

ED 411 586   EA 028 622

Maryland School Performance Report, 1996: State and School Systems.
PUB DATE- 96
NOTE- 131p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Standards; Attendance; Dropout Rate; *Educational Assessment; *Educational Improvement; Elementary Secondary Education; Enrollment; *Performance; Scores; Special Needs Students; *State Standards; Student Evaluation
IDENTIFIERS- *Maryland School Performance Program

The goal of the Maryland School Performance Program is for each school to offer an excellent education to its students. This report presents performance information for the 1995-96 school year and the evaluation criteria that provide the basis for school improvement. Published by the Maryland State Department of Education, the report contains summaries for the state and for each of Maryland's 24 school systems. For each school system, there are sections containing student-performance data and supporting information. The student-performance section contains data on assessed student knowledge in reading mathematics, writing, citizenship, and student participation. The supporting information section offers statistics about enrollment, student mobility, students receiving special services, finances, staffing, instructional time, first graders with kindergarten experience, high school program completion, seniors' exit plans, and school-improvement notes. (LMI)

ED 411 587   EA 028 623

The Fourth R: Responsibility: Ensuring Educational Excellence through Equitable and Effective School Practices. An Equity Handbook for Learning Communities. Revised Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Access to Education; Civil Rights; Cultural Awareness; *Educational Opportunities; Educational Quality; Elementary Secondary Education; *Equal Education; Equal Facilities; Family School Relationship; Federal Legislation; Multicultural Education; *Nondiscriminatory Education; Professional Development

perspective, postsecondary education data priorities in the student outcomes area. The report first identifies a range of policy issues currently facing American higher education. NPEC's "Student Outcomes from a Policy Perspective" Working Group developed the list. A taxonomy of student educational outcomes is then presented, and a procedure for linking the outcomes and policy taxonomies is presented as a first step in identifying those outcomes with the greatest potential for informing policy making in postsecondary education. A set of criteria for selecting specific outcomes within each outcomes domain is then introduced, as is a process for applying those criteria. The report closes with a series of recommendations for future steps toward the development of useful outcomes information. Four tables and one figure are included. Appendices contains elaborations of the proposed taxonomies of policy issues and student outcomes, an elaboration of the criteria for evaluating an outcome's policy relevance, and issues for future consideration. (Contains 34 references.) (LMI)

ED 411 606   EA 028 654

Allison, Derek J.; Morfitt, Grace; Allison, Patricia A.
Shop Talk: Topics, Themes and Tips in Conversations between Principals.
PUB DATE- 96
NOTE- 31p.; Paper presented at the Annual Meeting of the Canadian Association for the Study of Educational Administration (St. Catherine's, Ontario, Canada, June 4-7, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Responsibility; Discussion Groups; Elementary Secondary Education; *Interprofessional Relationship; *Principals; *Problem Solving; *Professional Development; *School Administration
IDENTIFIERS- *Conversation

What do principals discuss when they get together to "talk shop?" This paper offers some answers and discusses implications for the preparation and professional development of school leaders. The activities reported in the paper were undertaken as part of the Cognitive Approaches to School Leadership (CASL) Project. In the broadest terms the project seeks to apply a set of related theories about how people think about and think through problems to the study of school administration. Data came from observation of a 13-session discussion group composed of 7 principals and from transcription of their conversations. The findings support previous research showing that informal conversations among principals were primarily concerned with the internal aspects of school and school-system operations. One-half of the discussion group's topics of conversation dealt with concrete aspects of school functioning; however, the other half of the topics dealt with more abstract subjects, such as relationship and philosophical issues. The data indicate that principals need secure and open arenas to foster broader professional discussion. Four tables and one figure are included. (Contains 47 references.) (LMI)

ED 411 607   EA 028 657

Reed, Patricia; Smith, Michael; Beekley, Cynthia
An Investigation of Principals' Leadership Orientations.
PUB DATE- 97
NOTE- 46p.; Paper presented at the Annual Meeting of the American

supports exist; (4) it appeared that disability-related issues were considered out of bounds for discussion, in part because the restrictions of the Americans with Disabilities Act makes it difficult for anyone other than an employee with a disability to initiate discussions about disability-related issues; and (5) there continued to be an impression that issues related to the employment of individuals with disabilities is a "peripheral" issue that affects only a few people at the workplace. Findings that have implications for placement agencies, employers, and employees with disabilities are discussed. (Contains 35 references.) (CR)

ED 411 624 EC 305 814

Komissar, Cheska; Hart, Debra; Friedlander, Robin
Utilizing All Your Resources: Individuals with and without Disabilities Volunteering Together.
PUB DATE- 95
NOTE- 41p.; Funded by Mitsubishi Electric America Foundation. A publication from Project REC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Check Lists; Children; *Disabilities; *Leadership Qualities; Legal Responsibility; Orientation; Peer Acceptance; Public Service; *Recruitment; Surveys; *Volunteer Training; *Volunteers

This booklet discusses how to recruit and manage volunteers with disabilities. Generic as well as specific strategies are provided for engaging individuals with disabilities, including members of diverse cultures. Potential barriers and suggestions for working around those barriers are also explored. The first section addresses recruitment and provides tips for recruiting individuals with disabilities through fliers, community contacts, group presentations, and the media. Using "people first" language when recruiting or working with individuals with disabilities, transportation issues, and tips for developing a recruitment plan are also discussed. A volunteer interest survey is provided. Following this, sections deal with orientation and training for volunteers, matching volunteers with and without disabilities, questions of liability (including obtaining insurance, establishing safety procedures, training volunteers and staff, becoming familiar with local laws, and building relationships), challenges (including burnout, firing, and lack of enthusiasm), and coordinating volunteers. Information is provided on evaluating training, providing disability awareness training to volunteers without disabilities, and the qualities and skills of a good coordinator. The manual ends with a list of 101 ways to give recognition to volunteers and a list of 28 ways for a volunteer to help. (CR)

ED 411 625 EC 305 815

Ma, Vaunne; Gilmore, Dana Scott
National Day and Employment Service Trends in MR/DD Agencies.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 97
NOTE- 3p.
LANGUAGE- English

Storey, Keith
The Use of Natural Supports To Increase Integration in Supported Employment Settings for Youth in Transition. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Education Work Relationship; Hygiene; Quality of Life; Secondary Education; Self Care Skills; Self Management; *Severe Disabilities; *Social Integration; Supported Employment; *Transitional Programs; *Vocational Rehabilitation; Work Environment
IDENTIFIERS- Job Coaches

This final report briefly describes activities of a project which developed and evaluated specific natural support intervention procedures to increase the social integration of employees with severe disabilities using single-subject, clique analysis, and social validation methodologies. The project resulted in the publication of 6 journal articles and 12 presentations at local, state, and national conference. Included are the full texts of the six articles, which are: (1) "The Use of Self-Management Strategies for Increasing the Appropriate Hygiene of Persons with Disabilities in Supported Employment Settings" (Jennifer Traviss Garff and Keith Storey); (2) "Natural Supports for Increasing Integration in the Workplace for People with Disabilities: A Review of the Literature and Guidelines for Implementation" (Keith Storey and Nicholas J. Certo); (3) "Quality of Life Issues in Social Skills Assessment of Persons with Disabilities" (Keith Storey); (4) "The Cumulative Effect of Natural Support Strategies and Social Skills Instruction on the Integration of a Worker in Supported Employment" (Keith Storey and Jennifer T. Garff); (5) "The Effects of Co-Worker Instruction on the Integration of Youth in Transition in Competitive Employment" (Keith Storey and Jennifer T. Garff); and (6) "The Effect of Co-Worker Versus Job Coach Instruction on Integration in Supported Employment Settings" (Mellanie Lee, Keith Storey, Jacki L. Anderson, Lori Goetz, and Steve Zivolich). (Individual papers contain references.) (DB)

ED 411 643 EC 305 835

Scruggs, Thomas E.; Mastropieri, Margo A.
Increasing the Content Area Learning of Learning Disabled Students: Research Implementation. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 90
NOTE- 490p.
LANGUAGE- English
EDRS Price- MF02/PC20 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Classroom Techniques; Cues; Junior High Schools; Keywords; *Learning Disabilities; Learning Strategies; *Mnemonics; *Recall (Psychology); *Retention (Psychology)

This report describes the outcomes of a 3-year project that investigated the effectiveness of mnemonic instruction of secondary students with learning disabilities. Classroom-based mnemonic instruction was implemented in junior-high school self-list that provides contact information and describes national, state, and local organizations, information centers, clearinghouses, and research group that provide services, information, and demonstrations of technology. An appendix includes relevant federal documents on assistive technology. (CR)

ED 411 660 EC 305 853

Mellard, Daryl; Hall, Jean; Leibowitz, Ruth
Research Report on the Nature, Extent, and Outcomes of Accommodations in Adult Education Programs.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 60p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; Accessibility (for Disabled); *Adult Education; Classroom Environment; Definitions; *Disabilities; Equal Education; *Federal Legislation; *Inclusive Schools; Interviews; Laws; *Legal Responsibility; National Surveys; Structural Elements (Construction); Teacher Attitudes
IDENTIFIERS- Academic Accommodations (Disabilities); Americans with Disabilities Act 1990; Individuals with Disabilities Education Act; *Reasonable Accommodation (Disabilities); Rehabilitation Act 1973 (Section 504)

This report discusses the current nature, extent, and outcomes of accommodations for adults with disabilities in adult education programs. Information was gathered through a national survey of adult education programs, statewide interviews of adult education instructors, statewide interviews of adult learners with disabilities, literature reviews, panel meetings with adult education learners and adult educators, and meetings with experts in adult education, occupational therapy, disability rights, and other related fields. The report includes information on: (1) the rationale for accommodations; (2) the definition of accommodations; (3) entitlement to accommodations; (4) the nature of accommodations (includes a taxonomy of accommodations); (5) application of accommodations (discusses program accessibility/facility accommodations, auxiliary aids and services/communication accommodations, and modifications to policies, practices, and procedures); and (6) the outcomes of accommodations. Research results find that the majority of adult educators expressed a willingness to provide accommodations to adult learners with disabilities. Findings also indicated that many programs are already providing accommodations such as extra time, large print, and more structured assignments. However, respondents also cited a lack of resources, including informational resources on accommodations and legal issues, and time limits of staff, as barriers to providing effective accommodations to their students. (Contains 43 references.) (CR)

ED 411 661 EC 305 854

Higgins, Cindy, Ed.
Family-Centered Service Delivery.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 13p.

Rivers, William P.
Self-Directed Language Learning and Third-Language Learner.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Council on the Teaching of Foreign Languages (30th, Philadelphia, PA, November 22-24, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Achievement Gains; College Students; Difficulty Level; Ethnography; Focus Groups; Higher Education; Immersion Programs; Interviews; Language Research; *Multilingualism; Second Language Learning; *Second Languages; *Slavic Languages; Student Behavior; Student Characteristics; Surveys; *Uncommonly Taught Languages
IDENTIFIERS- Defense Language Institute CA; University of Maryland College Park

A study investigated the characteristics and behaviors of college students learning a third language. Four groups of students with backgrounds in Slavic second languages and enrolled in a variety of Slavic and non-Slavic third languages courses were studied using ethnographic techniques, including open-ended questionnaires, focus groups, classroom observation, and interviews. Subjects were from three programs: a 1993-94 program in languages of the former Soviet Union at the University of Maryland at College Park; a language cross-training program at the Defense Language Institute Foreign Language Center (California) (DLI); and a DLI study of the effectiveness of foreign language immersion training. The proficiency outcomes of third-language learners were compared with those of learners in similar second-language courses. Two results emerged: (1) third-language learners are highly successful; they learn more language faster than second language learners of the same target language; and (2) their behaviors are those of the self-directed learner. Implications of self-directed second-language learning for the learner of less commonly taught languages and for learning outside formal language programs are discussed. Contains 88 references. (MSE)

ED 411 680 FL 024 732

Brooks, Adrienne A. R.
Learning Strategies as Learning Inhibitors for Chinese Speakers.
PUB DATE- 97
NOTE- 23p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Classroom Techniques; *Confucianism; Cultural Context; *Cultural Influences; Cultural Traits; Educational Strategies; *English (Second Language); Learning Motivation; Learning Processes; *Learning Strategies; Second Language Instruction; Second Language Learning; Student Motivation
IDENTIFIERS- *Chinese People

China's cultural system is based not on the strength of the individual, but on the pattern of relationships maintained by all people. In communication, the Chinese put emphasis on the receiver of messages and on listening rather than on the sender. This cultural trait, derived from Confucianism, has a psychology, noting important influences on its development and their relevance to second language instruction. Subsequent chapters look at aspects of educational psychology from an interactionist perspective, focusing on four elements in the teaching/learning situation: the teacher, learner, task, and learning context. Chapters three and four examine what the teacher brings to the teaching/learning situation: teachers' views and perceptions of learning, and what teachers can do to promote and facilitate learning. Chapters five through seven consider what the learner brings to the teaching/learning situation: the learner as an individual, motivation, and how learners deal with the process of learning. Chapter eight looks at the place of the task as the manifestation of teachers' beliefs, and the interface between teacher and learner. Chapter nine then deals with the broader issue of the context in which learning takes place. The final chapter synthesizes these ideas. Contains 357 references. (MSE)

ED 411 700 FL 024 802

Liao, Xiaoqing
Information Gap in Communicative Classrooms.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; *Classroom Communication; Classroom Techniques; *Communicative Competence (Languages); *English (Second Language); Foreign Countries; Information Seeking; Language Patterns; Pragmatics; *Questioning Techniques; Second Language Instruction

In traditional, grammar-oriented second language classrooms, the most common classroom procedure is for the teacher to ask the student a question for which the answer is already known to both. Because no real information is exchanged, this is not a communicative practice. It is alien to the real communicative needs of students, involves no function teaching, teaches no improvisational or creative skills, and does not teach appropriate language usage. To teach communicative competence, information gaps should be used in classroom interaction. This can be assisted by use of "gap" language (heavy use of hypothetical and probability statements, requests for further explanation, restatement of ideas, and "true" questions, asked to gain information), varying ways of asking questions, transforming conventional drills to communicative drills (imaginable situations, guessing games, and true questions), and further transforming these communicative drills, which are structural and quasi-communicative, to communicative activities, which are functional and based on social interaction. In communicative activities, students use the gap language improvisationally and creatively to express communicative functions. Contains 7 references. (MSE)

ED 411 701 FL 024 803

Johnston, Malcolm
Second Language Acquisition: A Classroom Perspective. Australian Studies in Language Acquisition No. 1.
PUB DATE- 94

influenced their teaching at each time. The results indicated that four types of knowledge influenced classroom teaching: content knowledge, pedagogical content knowledge, current knowledge of learners, and knowledge of learners' background and appropriate pedagogy. Types of knowledge found not to have a significant impact on classroom teaching included knowledge of curriculum and knowledge of teaching routines. The results were used to develop a model of the knowledge base for teaching in higher education. The findings of the study support the claims that university professors base their teaching, to a large extent, on their knowledge of content. (Contains 32 references.) (MDM)

ED 411 720 HE 030 439

Liston, Delores D.; Griffin, Marlynn M.; Hecker, Jeanette M.
Living with the Family Leave Act of 1993: Case Studies of Women in Academe.
PUB DATE- 97
NOTE- 18p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Development; Case Studies; Children; *College Faculty; *Family Influence; *Federal Legislation; *Females; Higher Education; *Leaves of Absence; *Pregnancy; Qualitative Research
IDENTIFIERS- Faculty Attitudes; *Family and Medical Leave Act 1993

This preliminary study examined the effects of the Family Leave Act of 1993 on the maternity leave experiences of women in academe, as well as the effect of pregnancy leave on their career decisions. Case study interviews were conducted with seven women faculty from four universities, and family leave policies at these institutions were reviewed. The interviews revealed that none of the women utilized the Family Leave Act -- three relied exclusively on sick leave, three timed their pregnancies so that they would occur during the summer break, one took only 2 weeks off before returning to work, and one hired others to help her finish the term. Many of the women reported waiting to become pregnant until they had reached some career hurdle, such as a defended dissertation or establishment in their job. They also discussed the positive and negative impacts of pregnancy and child rearing on their research, careers, and chances for tenure, as well as the perceptions of their colleagues toward motherhood and the bringing of their children to the office. (MDM)

ED 411 721 HE 030 440

Bembenutty, Hefer; Karabenick, Stuart A.
Academic Delay of Gratification in Conditionally-Admissible Minority College Students.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)

are reports of project characteristics in 1992 and 1996 and project budgetary information for 1995-96. (JLS)

ED 411 740 HE 030 515

Restructuring the University Reward System.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Administrator Attitudes; *College Faculty; Colleges; Educational Improvement; Educational Quality; Faculty Development; *Faculty Evaluation; Faculty Promotion; Faculty Publishing; Higher Education; *Incentives; Models; *Publish or Perish Issue; Research; *Rewards; Teacher Attitudes; Teacher Effectiveness; Teacher Responsibility; *Teacher Role; Tenure; Universities

This report presents the results of two years of work by a 12-member task force which surveyed faculty and administrators at 51 universities regarding their opinions about the importance and stature of teaching as the central role of the university. Over 800 questionnaires were returned, with one from the provost at each institution and the rest from randomly selected faculty. The institutions were selected from those having membership in the National Association of State universities and Land-Grant Colleges and in the Teacher Education Council of State Colleges. The survey found that while the majority of respondents had gained rank and tenure, they considered the system of faculty rewards to be in need of change. There was general agreement that faculty were under pressure to do research and to publish in refereed academic journals in order to gain tenure and promotions. It was felt that there was less emphasis on excellence in teaching and professional service as the basis for earning rewards. Generally, it was seen that new tenure, promotion, and merit models must be developed and implemented. Appendices include a description of the Richardson Foundation Forum, a description of the Restructuring Task Force, and an explanation of the Differentiated Staffing Model. (JLS)

ED 411 741 HE 030 516

Chandler, Alice
Access, Inclusion and Equity: Imperatives for America's Campuses.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Access to Education; *Equal Education; Futures (of Society); Higher Education; *Institutional Mission; *Minority Groups; Mission Statements; Needs Assessment; Role of Education; *School Demography; School Holding Power; State Colleges; *State Universities; Student Financial Aid; Student Recruitment; Trend Analysis
IDENTIFIERS- American Association of State Colleges and Univs

The population of the United States is undergoing an unprecedented demographic transformation with many new students at state colleges and universities coming from economically and educationally disadvantaged backgrounds. Access to higher education is increasingly important due to: the increased professionalization of work; the connection between

This seventh hearing in a series related to the reauthorization of the Higher Education Act focused on the management structure of the Office of Postsecondary Education and the financial aid delivery system. In the opening statement, Chairman James M. Jeffords reported that the current system is outdated and inefficient and indicated that the committee was considering proposals for change that ranged from a performance-based system to privatizing student aid delivery. Testimony was given by David A. Longanecker and Betsy Hicks of the Department of Education who noted progress made in managing student financial aid programs and addressed changes still to come. Other witnesses included Brian Fitzgerald of the Advisory Committee on Student Financial Assistance (Washington, D.C.); Cornelia M. Blanchette of the U.S. General Accounting Office; Judith Flink, University of Illinois; Barmak Nassirian, American Association of State Colleges and Universities (Washington, D.C.); and Barbara Tornow, Boston University (Massachusetts) who all testified on the inadequacy of the present financial aid delivery system and its management structure. The document also contains transcripts of oral discussions and prepared statements by Senators John Warner (Virginia) and Christopher Dodd (Connecticut). (CH)

ED 411 758   HE 030 533

Analysis of the Office of Postsecondary Education's Prior, Prior Year (PPY) Income Proposal: PPY Has Serious Negative Implications for Equity, Burden and Program Integrity. Briefing Paper.
SPONS. AGENCY- Office of Postsecondary Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 31p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Comparative Analysis; *Educational Finance; Eligibility; Family Financial Resources; *Federal Aid; Financial Aid Applicants; Government School Relationship; Higher Education; *Need Analysis (Student Financial Aid); *Parent Financial Contribution; *Paying for College; School Business Officials; Student Financial Aid; Student Financial Aid Officers; *Student Loan Programs; Tables (Data)
IDENTIFIERS- *Higher Education Act Title IV

This paper assesses the likely impact of proposed changes in the Office of Postsecondary Education's method of calculating parental base-year income on determining eligibility for student financial aid. In examining applicant data the study concludes that the change to use of prior, prior year (PPY) income is not a good proxy for the current prior year (PY) data. It notes that: (1) at the individual student/family level, PPY either over- or underestimates income for approximately 63 percent of all aid applicants; (2) at the institutional level, almost half the cases will require recalculation of need ; (3) at the state level, many states will be forced to collect PY income on a supplemental form; and (4) at the federal level, the over- or underestimates of income with PPY will create several serious consequences, among them redistribution of federal aid from more needy to less needy families. The report discusses each of these findings in detail. Three appendixes provide: comparative data on Title IV applicant total family income; comparative data on the number

White, Thomas G.
Evaluation of Pyramid Technology Training. Final Report.
PUB DATE- 96
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Computer Uses in Education; Curriculum Development; *Educational Technology; Elementary Secondary Education; *On the Job Training; Productivity; Program Effectiveness; Program Evaluation; Public Schools; Teacher Effectiveness; *Training
IDENTIFIERS- *Fairfax County Schools VA; *Technology Based Instruction; Technology Integration

The purpose of the Pyramid Technology Training (PTT) program was to improve teaching, learning, and school staff productivity in the Fairfax County Public Schools (Virginia). Each of 23 technology training specialists served a school pyramid and other schools in an administrative area, providing technology training, technical support, advice,and referral to other technology resources, with an emphasis on training. During the 1995-1996 school year, the Office of Program Evaluation assessed the implementation and effectiveness of PTT. The report concluded that PTT has functioned effectively over the past two years as a comprehensive and adaptive, in-school technology training and technical support program. Data demonstrate that the program has met the diverse needs of school staff, and produced practical benefits for teachers, increasing their use of technology. In addition, the data suggest that students may have increased the frequency or effectiveness of their use of technology as a result of teacher training or in-class modeling by a specialist. Two recommendations are supported by the results of the evaluation. Administrators should seek ways of: (1) increasing the availability of teachers for training and their participation in training, especially at the secondary level; and (2) reducing schools' use of the specialists to provide non-training services--technical support, advising and referral. Supporting documents are appended. (AEF)

ED 411 776 IR 018 571

Misanchuk, Earl R.; Morrison, Dirk; Peterson, Margareth E.
A Beginner's Guide to Computer Conferencing.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Conference of the Association of Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997). Available in electronic format at: http://www.extension.usask.ca/Papers/Misanchuk/AECT97/BeginnersGuide.html
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Computer Mediated Communication; Computer Oriented Programs; Computer Software; Cooperative Programs; Electronic Mail; Foreign Countries; Information Technology; Online Systems; Telecommunications; *Teleconferencing

This paper explains the similarities and differences between electronic mail and computer conferencing, and identifies the features one should look for in a modern conferencing system.

strategy; using online catalogs; understanding library organization; utilizing reference books, periodicals, CD-ROMs and online databases; and searching and downloading information from the Internet are covered. The focus is on teaching students to select sources regardless of their format--a technique that will make the research process more productive, result in a higher quality better research paper, and ultimately help create an information literate adult. (AEF)

ED 411 795 IR 056 619

Lancaster, F. W.; Sandore, Beth
Technology and Management in Library and Information Services.
PUB DATE- 97
NOTE- 322p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Access to Information; Document Delivery; Higher Education; *Information Management; *Information Services; *Information Technology; Internet; Libraries; *Library Automation; Library Collection Development; Library Personnel; Library Services; Training

This books deals with the logical intersection of technology and management in the context of libraries and other information centers. It is divided into the following sections: Effects of Technology on the Institution and its Management; Effects of Technology on Services and Users; and Special Issues in the Management of Technology. Chapters are as follows: (1) Why Libraries Apply Technology; (2) Effects of Technology on Management and on Organizational Structures; (3) Effects of Technology on Library Staff; (4) Instruction and Training; (5) Management Data from Automated Systems; (6) Automated Systems in Collection Management; (7) Collection Management and Electronic Resources; (8) Library-vendor Relationships; (9) The Impact of CD-ROM; (10) Alternative Access Modes; (11) Document Access and Delivery; (12) General Trends in User Services; (13) Libraries and the Internet; (14) Evaluation of Automated Systems; (15) Artificial Intelligence and Expert Systems; and (16) Summary and Possible Trends. Appendices contain evaluation checklists for OPACs, a report of the Task Force on Library Instruction, University of Illinois, and a list of abbreviations. Contains over 20 pages of references and an index. (AEF)

ED 411 796 IR 056 620

Mendrinos, Roxanne Baxter
Using Educational Technology with At-Risk Students: A Guide for Library Media Specialists and Teachers. Greenwood Professional Guides in School Librarianship.
PUB DATE- 97
NOTE- 227p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Academic Achievement; *Computer Assisted Instruction; Curriculum Development; *Educational Technology;

The Internet and its features such as e-mail; listservs; FTP and Telnet; navigators such as Archie, gophers, and the World Wide Web; and Web search engines have had a profound effect on the nature of online systems. This paper discusses the effect the Internet might have in the way online searching should be taught. The paper provides background on the history of online search instruction since the mid-1970s. Guidelines are provided to academic staff for ways to integrate these changes into their online search courses, for example: the basics of Internet searching, studying and evaluating World Wide Web Search engines, essentials of hypertext markup language (HTML), principles and practices of Web home page design, and rendering information services via the Internet. This paper represents an effort to isolate aspects relevant to current online searching techniques and to integrate these with established instructional methods. This same approach has been followed when discussing teaching online searching procedures: that is, to select and integrate relevant Internet procedures with the training program. The instructional objectives, learning content, and practical lessons are provided as examples, and serve as a frame of reference for further development by a specific training unit. (Contains 19 references.) (Author/SWC)

ED 411 814 IR 056 641

Rose, Tony G.
The Future of Online Education and Training.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Networks; Computer Uses in Education; Computers; Distance Education; Educational Technology; Foreign Countries; Futures (of Society); Higher Education; *Information Technology; Instructional Effectiveness; *Internet; Modems; *Online Systems; Student Role; *Teacher Role; *Teaching Methods; Technological Advancement; Telecommunications
IDENTIFIERS- Technological Infrastructure; *Virtual Classrooms

Recent developments in media and communication technologies are set to revolutionize the provision of education and training. With modern technology, it is possible to deliver lectures, assignments, tutorials, simulations, and even the contents of the world's best libraries to anyone in possession of a modem and computer. Diminishing funding and overt competition have fostered the development of teaching and learning methods that can reach a wider market and that do not involve expensive commodities such as lecturers or classrooms. This paper looks at the growth of the Internet and development of the educational superhighway and how it will affect the future of traditional higher education. The paper discusses the ability of the educational superhighway to provide "on-demand" service; changes to universities because of the elimination of time and space barriers; choices of modules from different universities all over the world; administration of the virtual university; automated assessment techniques; and changes to the role of the lecturer. The Internet has the potential to revolutionize education and training. There is still a long way to go in building the education superhighway--there are many people

NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Global Approach; *Information Dissemination; *Information Services; Information Technology; *International Organizations; *Organizational Development; Organizations (Groups); *Pilot Projects; Resource Allocation; Services; Technological Advancement; *User Needs (Information); User Satisfaction (Information); World Wide Web
IDENTIFIERS- *Current Awareness Services; Groupware; Information Infrastructure; Intranets

Technological developments such as groupware and World Wide Web technology have opened up new opportunities for the delivery of information directly to the end-user's desktop. These advances have meant that suppliers are now producing a new breed of current awareness services (CAS), termed alerting services, which automatically filter newswires and download "profiled" stories to the user's desktop each day. This paper reviews the changes that are occurring in current awareness provision through a consideration of findings from a pilot taking place in KPMG, an international firm of accountants and management consultants serving local and global clients. A review was conducted which consisted of three stages: review questionnaire results to determine how end-users felt about CAS; the selection of individuals and services for the implementation of the pilot; and the distribution of a questionnaire to obtain feedback on the pilot. Results of the pilot study demonstrated that three organizational factors need to be given serious consideration before an alerting service is established: (1) information technology infrastructure harmonization; (2) the likelihood of users incorporating information retrieval into their working practices; and (3) the delivery platform. (Contains 12 references.) (AEF)

ED 411 833 IR 056 660

Garcia-Sierra, A. J.
Intelligent Agents: Information Strategies for the Information Society.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Artificial Intelligence; Computer Literacy; Computer Mediated Communication; Flexible Scheduling; Foreign Countries; Futures (of Society); *Information Industry; Information Technology; Internet; *Technological Advancement; Work Environment
IDENTIFIERS- *United Kingdom

In the workplace of today which is increasingly being overloaded with information, the concept of intelligent information agents has been widely prescribed. This paper briefly looks at the

PUB TYPE- Dissertations/Theses - Practicum Papers (043)
DESCRIPTORS- Adult Education; *Allied Health Occupations Education; Continuing Education; Early Childhood Education; Family Programs; Home Health Aides; *Home Programs; Information Networks; Newsletters; *On the Job Training; Postsecondary Education; Practicums; *Professional Development; Program Development; Program Implementation; Questionnaires; Records (Forms); Rural Areas; *Social Support Groups; Systems Approach
IDENTIFIERS- *Home Health Care; Tennessee

A program to establish and maintain a network of high-quality home care providers to serve Middle Tennessee was designed and implemented. The program consisted of onsite training for home care providers and a support system to promote their professional development. The onsite training was delivered through 2-hour visits during which trainers and home care providers toured the home care area and discussed provider-identified training needs. A support system consisting of a resource library, family home care newsletter, and network support group was created. Provider response to the onsite training has been extremely positive and the network support group has continued to meet. The plan has proved to be an excellent vehicle for training home care providers and fostering their continued professional growth and quality improvement. (The bibliography lists 13 references. Appended are the following: calendar plan for implementation activities; grant allocation; flyer for soliciting provider participants; provider profile and training needs self-assessment; home visit response; 2-hour training visit format; network directory of home care providers; postvisit questionnaire; newsletter; weekly written log; documentation of support group meeting; resource list of educational suppliers; and resource directory of local training and continuing education.) (MN)

ED 411 399 CE 074 665

Cross-Cutting Education Reform Initiatives.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Compliance (Legal); Demonstration Programs; Dropout Programs; Education Work Relationship; *Educational Improvement; *Educational Innovation; Educational Practices; Elementary Secondary Education; *Federal Legislation; *Federal Programs; Federal Regulation; Partnerships in Education
IDENTIFIERS- Goals 2000; School to Work Opportunities Act 1994

This publication describes an effort of the U.S. Department of Education to promote comprehensive educational reform by consolidating various elements and programs. The "cross-cutting" approach described considers the links among vocational-technical education, elementary and secondary education, postsecondary education, and workforce preparation programs; and involves coordinating planning and cooperation at the federal, state, and local levels. To convey how these cross-cutting efforts translate into specific initiatives, brief descriptions of specific strategies that address the cross-cutting approach are provided: (1) The Education Flexibility (Ed-Flex) Partnership Demonstration Program; (2) Waivers of Federal Education Program Requirements; (3) The GOALS 2000: Educate America Act; (4) The School-to-Work Opportunities Act; (5) Integrated Review Teams; (6) Regional Conferences on Improving America's Schools; and (7) Serving Out-of-School completing projects that demand new skills and application of existing skills to new situations. (MN)

ED 411 415 CE 074 701

Kerka, Sandra
Popular Education: Adult Education for Social Change. ERIC Digest No. 185.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Adult Education; Adult Educators; Change Agents; Change Strategies; College Programs; Community Education; Educational Needs; Educational Objectives; *Educational Practices; Educational Principles; Educational Strategies; Foreign Countries; Group Dynamics; Higher Education; Hispanic Americans; *Popular Education; *Role of Education; *School Community Relationship; *Social Change; Teacher Role
IDENTIFIERS- ERIC Digests

Popular education is a form of adult education that encourages learners to examine their lives critically and take action to change social conditions. Popular education's goal is to develop people's capacity for social change. Although it may assume diverse forms, popular education usually involves a cycle described as action/reflection/action or practice/theory/practice. Adult educators can facilitate the process by serving as democratic collaborators who ensure that learning, leadership, and self-direction occur in the group. Popular education often draws on popular culture (such as song, theater, dance, puppetry) to enhance communication among audiences, demonstrate respect for community values, enhance group spirit, and demystify the information conveyed. Because popular education is often seen as threatening to dominant institutions, popular educators face numerous challenges, including the following: demands or constraints of funding sources; perceptions of the role of facilitators; disconnection between program goals and participant objectives; and the perception that it is too radical or revolutionary. The literature includes several examples of how adult educators have overcome these challenges and helped facilitate social transformation. The examples demonstrate that, although individual popular education programs may appear to have failed in their immediate goals, they may represent steps in the slow, complex and cumulative process of social change. (Contains 12 references.) (MN)

ED 411 416 CE 074 702

Wagner, Judith O.
The World Wide Web and Vocational Education. ERIC Digest No. 186.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-

Developing Countries. Second Edition. Education Research. Serial No. 9.
PUB DATE- 97
NOTE- 109p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Access to Education; Adult Basic Education; Adult Students; Comparative Analysis; Cultural Influences; *Developing Nations; Economic Factors; Education Majors; *Educational Attitudes; Educational Legislation; Educational Trends; Elementary Secondary Education; *Enrollment Influences; Foreign Countries; Geography; Health; Higher Education; Participation; Politics; Public Policy; Questionnaires; Religious Factors; Rural Areas; Rural Education; *Sex Differences; Sex Role; Social Influences; Student Attitudes; Tables (Data); Trend Analysis; *Womens Education

Factors affecting female participation in education in seven developing countries were examined through field visits to the following countries: Bangladesh, Cameroon, India, Jamaica, Seychelles, Sierra Leone, and Vanuatu. In each country, researchers interviewed key personnel, consulted local documentation, and conducted two empirical surveys designed to ascertain the views of gender and education held by primary school pupils and women training to become primary teachers. Nine groups of factors potentially affecting female participation in education were considered: geographical, sociocultural, health, economic, religious, legal, political/administrative, educational, and initiatives. Several factors, including residence in a rural area and the health effects of poverty and malnutrition, proved to affect female participation in education much more than male participation. The near-universal fundamental cultural bias in favor of males and economic factors proved to be the biggest obstacles to female participation in education in developing countries. Religious and legal factors had only indirect effects. Significant initiatives aiming to address aspects of the problem of female participation in education were noted in all seven countries; however, the political will to implement those initiatives policies was largely lacking. (Thirty-three tables/figures and the questionnaires are included. The Seychelles case study is presented as an appendix.) (MN)

ED 411 433 CE 074 756

Brock, Colin; Cammish, Nadine; Aedo-Richmond, Ruth; Narayanan, Aparna; Njoroge, Rose
Gender, Education and Development. A Partially Annotated and Selective Bibliography. Education Research. Serial No. 19.
PUB DATE- 97
NOTE- 258p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- *Access to Education; Adult Education; Adult Literacy; Annotated Bibliographies; Careers; Comparative Analysis; *Developing Nations; *Economic Development; Educational Attainment; Educational Demand; Educational Opportunities; Educational Supply; Educational Trends; Employed Women; Employment Patterns; Enrollment; Equal Education; Foreign Countries; Higher Education; *Individual Development; Literacy Education; Nonformal Education; Outcomes of Education; Politics of Education; Position Papers; Religion; Religious

*Workplace Literacy
IDENTIFIERS- *Communication Styles

The learning and communication styles of front-line literacy workers and supervisors at two national industrial sites served by a national workplace literacy grant were examined to determine whether the front-line workers' learning styles differed from those of their supervisors. A learning styles inventory developed by the Center for Innovative Teaching Techniques of the Wichita Public School system in Kansas was administered to the 195 employees in the study population. Of those individuals, 74% were hourly workers, 26% were managers, 77% were male, and 38% were members of minority groups. Fewer than 10% of the front-line workers had any postsecondary education, whereas more than 50% of the managers had a college degree and more than 10% had attended college for at least 1 year. Of the managers, 73% proved to be individual learners and 62% were characterized as written-expressive learners. Of the front-line workers, 58% were determined to be group learners, 68% were characterized as oral-expressive learners, and 54% were determined to have an auditory/visual/kinesthetic learning style. It was concluded that learners' failures in workplace literacy programs may have more to do with how learners are taught than with their perceived learning deficiencies. (MN)

ED 411 451 CE 074 782

Sharpe, Tina; Thompson, Julie
Accessing Learning: Language and Literacy Development in Key Learning Areas.
SPONS. AGENCY- Australian Dept. of Employment, Education and Training, Canberra.
PUB DATE- 93
NOTE- 1101p.
LANGUAGE- English
EDRS Price- MF8 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavioral Objectives; Business; Catholic Educators; Catholic Schools; Classroom Techniques; Content Area Reading; Design; Foreign Countries; *Functional Literacy; Geography; Geography Instruction; History; History Instruction; *Inservice Teacher Education; Integrated Curriculum; Job Skills; Learning Activities; Learning Modules; Lesson Plans; *Literacy Education; Multimedia Instruction; Postsecondary Education; Secondary Education; Teacher Improvement; Teacher Student Relationship; Teaching Methods; Technology; *Technology Education
IDENTIFIERS- *Australia (New South Wales); *Metalanguages

This package of training materials is intended for use in a professional development program for teachers of two courses in New South Wales: Human Society and the Environment and Technological and Applied Studies. The package consists of nine booklets and a course outline for each course. The first module contains the following: introduction to the package; 44-item bibliography; and report summarizing the project during which 3 organizations concerned with Catholic education in New South Wales (Australia) developed the program to help teachers understand the language demands of their classrooms and learn a metalanguage for discussing those language demands with their students. The modules, which may be presented in an eight-module course or eight workshops, cover the following topics: the teaching/learning cycle; a functional view of language; language used for describing; language used for recounting; language used for instructing; language used for explaining;

In 1977, when women in West Germany (the Fedeal Republic of Germany) got the legal right to be employed outside the family against their husband's will, paragraph 1356 of the Civil Code, defining housework as the woman's duty, was abolished. Until then, heavy social pressure kept women close to home; in most cases, the choice of an outside occupation was limited to specific jobs and professions deemed suitable for women. In East Germany (the German Democratic Republic) during this time, an "equality paradise" ensured that women were equally literate, educated, and qualified. However, women were still expected to take care of children and household chores. With the collapse of East Germany, women's infrastructure disappeared, and the female employment rate plummeted. Today, while most women want to have an occupation outside the home and achieve some financial independence, relatively few women in Germany seem to want to have a meaningful lifetime career. Women generally accept that if they intend to pursue a career, they cannot have children; therefore, there is no effective lobby for an infrastructure that would make it easier to combine motherhood with professional life. Data clearly indicate that traditional roles have not significantly changed, except that employed women add an extra task to their domestic ones. Part 2 of this publication presents the stories of 11 contemporary women who have achieved high profile nationally or internationally, in academic or creative fields, in business, in sports, or in government. The document contains 25 references. (YLB)

ED 411 469   CE 074 821

Edelson, Paul J.
Technology and the Adult Classroom of the Future: New Possibilities for Teachers and Learners.
PUB DATE- 97
NOTE- 10p.; Paper presented at the International Conference on Improving University Teaching and Learning (22nd, Rio de Janeiro, Brazil, July 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Computer Assisted Instruction; *Computer Mediated Communication; *Continuing Education; *Distance Education; Educational Benefits; Educational Needs; Higher Education; Needs Assessment; *Teleconferencing

The birth of modern continuing education as a structured university enterprise has been given impetus by the development of distance education. Instruction through and with a mix of technologies is a permanent and critically important part of distance education. Because of the heterogeneous quality of the adult student population, the introduction of educational technology for this group may lag behind that of undergraduate students for whom both educational and technical requirements may be mandated. The introduction of computer technology takes many forms. Computer Aided Instruction (CAI) and Computer Mediated Instruction (CMI) allow highly limited student/teacher feedback that is primarily restricted to predeveloped and sequenced educational materials; it is narrow in span and best used as a supplement to live teaching or to drill. Computer conferencing has made possible interactive distance learning between students and instructors. Its educational format, the electronic course delivered through the Internet, will drive adult distance learning into the next century. Beyond the issues of inter-institutional competition, population

Workers; *Supervisory Methods
IDENTIFIERS- Broward Community College FL; Samford University AL; *Staff Characteristics; University of Maryland College Park; University of North Carolina Wilmington; University of Richmond VA

During the period that student services evolved into a profession, it articulated a set of core values that are still intact. However, no one has explored how these values inform staffing practices in student affairs. Accordingly, the effects of these core values on student affairs staffing patterns are examined in this text. The volume targets student service professionals, who direct the work either of professional or allied professional staff members, with suggestions for improvement. The book is divided into 10 chapters. Chapters 1 and 2 introduce the contextual concerns of staffing in student affairs, including internal and external institutional realities. A staffing model for student affairs is also presented. Chapters 3 and 4 outline the research evidence collected for this study, including the types of schools from which it was drawn. The methodology used and the descriptive findings are grouped around five components of staffing systems: recruitment and selection, orientation, supervision, staff development, and performance appraisal. Chapters 5 through 9 discuss in detail each of the above components, along with the relevant aspects of the model presented in Chapter 2. A literature review for each component is also provided. Chapter 10 summarizes the conclusions regarding effective staffing practices and numerous proposals for improving the quality of professional practice are offered. Contains an index and approximately 155 references. (RJM)

ED 411 488   CG 028 011

Anderson, Kellie
Young People and Alcohol, Drugs and Tobacco. WHO Regional Publications, European Series, No. 66.
PUB DATE- 95
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; *Alcohol Abuse; Children; Drinking; *Drug Abuse; *Drug Education; Elementary Secondary Education; Foreign Countries; Health Promotion; *Prevention; Program Descriptions; Smoking; Student Behavior; Substance Abuse; *Tobacco; Youth Programs
IDENTIFIERS- *Adolescent Behavior; Europe

History shows that humankind has always had an appetite for psychoactive substances. Since young people are especially vulnerable to drug abuse, the etiology, epidemiology, and prevention literature on substance use by school-aged children are examined in this booklet. It gives information on, and examples of, preventive approaches and programs in schools and communities in addition to providing guidelines for preventive work. Because of the diversity of substance use and prevention goals around the world, the information and guidelines presented here are stated in general terms. The book opens with an overview of drinking, providing examples of drinking behavior, drinking styles, and risks associated with alcohol use. Drug use among young people is discussed next, including reasons why young people use drugs. Tobacco use by children is

IDENTIFIERS- Authentic Assessment

Designed for use by literacy specialists, resource teachers, and classroom teachers, this book presents a diagnostic battery encompassing vital areas of evaluation based on research and practice, efficient in administration and interpretation, and relatively inexpensive. The third edition of the book has been revised to improve its organization; increase its passages' appeals to beginning readers; provide more guidance for subtest selection; and expand content related to authentic assessment. The reader's passages are now in a separate booklet with illustrations added to the primary-level passages. Part 1 of the book discusses the inventory and its development. Part 2 discusses preparation for using the inventory. Part 3 presents the test battery, including word recognition lists; graded reading passages (preprimer through twelfth-grade level of difficulty); spelling tests; visual and auditory discrimination tests; a phonics and structural analysis test; cloze tests, and oral language, writing, arithmetic, and open book reading assessments. Part 4 of the book addresses portfolio assessment. (RS)

ED 411 509 CS 012 930

Mayo, Karen E.

Look at Me!! I'm a Tree!: A Literacy-Based Integrated Thematic Unit on Forestry and Conservation Designed for Field Experiences in Early Childhood Education.

PUB DATE- 96

NOTE- 7p.; Paper presented at the Annual Meeting of the College Reading Association (40th, Charleston, SC, October 31-November 3, 1996).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- Class Activities; Conservation (Environment); Early Childhood Education; *Emergent Literacy; Field Experience Programs; Forestry; Learning Strategies; Preschool Curriculum; Preservice Teacher Education; *Science Activities; Science Education; *Scientific Literacy; *Thematic Approach

IDENTIFIERS- *Learning across the Curriculum

This paper describes a literacy-based thematic unit on forestry and conservation designed for field experiences in early childhood education. This unit responds to national and state initiatives and serves as a model for enacting reform of science instruction by equipping preservice teachers with the necessary strategies to foster science process skills, promote scientific literacy, and make science meaningful, personal, and relevant to the student. The unit demonstrates for preservice early childhood teachers how to plan, implement, and assess integrated thematic instructional units in a field-based internship with kindergarten classes. Throughout the unit, a variety of strategies promote literacy in cross-curricular contexts--strategies such as creative dramatics, webbing, poetry writing, journalizing, and recording data on charts and graphs. (Contains eight references.) (CR)

ED 411 510 CS 012 932

Arnold, Chandler

Read with Me: A Guide for Student Volunteers Starting Early Childhood Literacy Programs.

PUB DATE- 97

references.) (CR)

ED 411 528 CS 215 986

Morgan, M. C.
Hands Off: Ten Techniques for Tutoring on Word Processors.
PUB DATE- 89
NOTE- 18p.; Paper originally presented at the Minnesota Council of Teachers of English Convention (April 1989).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Higher Education; *Teaching Methods; *Tutoring; *Word Processing; Writing Improvement; *Writing Instruction; *Writing Skills
IDENTIFIERS- Bemidji State University MN; Computer Assisted Writing

This paper presents 10 techniques for tutoring college-level writing students on word processors. Good teaching and tutoring techniques enable writers rather than simply demand compliance. A good technique: must not rely on a fancy word processing program; will take advantage of the basic word processing functions; will ask that the writer do something with the text; will be portable; and will maintain student control. The 10 techniques are: (1) help the writer locate his or her concerns by putting them in the screen; (2) help the writer create openings for more writing and visualize the organization by using carriage returns to isolate parts of text; (3) encourage paragraph development by asking the writer to write a screen of text from a single sentence; (4) assist writing for coherence by copying and pasting the thesis statement in front of every paragraph; (5) use copy and paste to create a thumbnail outline from the writing; (6) help the writer make rhetorical choices by creating variations of original versions of parts of the text; (7) teach punctuation patterns using the computer's search functions; (8) help the writer compose a search strategy; (9) to check unity and organization, use the search and replace function to find and mark key words in the text; and (10) to teach drafting and discovery, exchange keyboards. (Contains 19 references.) (RS)

ED 411 529 CS 215 987

Cork, Vern, Comp.
Bali: So Many Faces--Short Stories and Other Literary Excerpts in Indonesian.
PUB DATE- 96
NOTE- 200p.
LANGUAGE- English; Indonesian
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Collected Works - General (020),Creative Works (Literary and Dramatic) (030)
DESCRIPTORS- Anthologies; *Audience Awareness; Cultural Background; *Cultural Context; Foreign Countries; *Indonesian; Literary Devices; Non Western Civilization; *Short Stories; *Social Change; Tourism
IDENTIFIERS- *Bali; *Balinese Literature; Indonesia

This collection of 25 short stories (in Indonesian) by Balinese writers aims to give Bali's writers a wider public. Some of the stories in the collection are distinctly and uniquely Balinese, while others are more universal in their approach and are self-contained. But according to the collection's foreword, in all

Integration

This paper explores three different implementations of technology in newsrooms: electronic editing, pagination, and computer-assisted reporting. Also examined are the ways in which newspapers are using newsroom technology both to gain greater control over the content and appearance of the newspaper and to gain greater control over the labor process of workers in the interest of the accumulation of capital. It concludes with an examination of new forms of work organization in the newsroom, linking considerations of the social construction of reality by major media corporations with questions raised by labor process analysts, especially H. Braverman, H. Shaiken, and S. Zuboff. Noting that labor process analysts challenge the social agreements between management and labor, the paper points out that these analysts question which work, rights, and powers accrue to owners/managers, and which to labor. A concern among labor process analysts is that while the technological demands of work require greater education, training, intelligence, and mental effort, workers and society find conditions of industrial and office labor increasingly unstable, unsatisfactory, and characterized by mindlessness, bureaucratization, and alienation. The paper contends, for example, that journalism schools are under increasing pressure to ensure that graduates have adequate technical skills by the time they enter the newsroom--unless students are required to take more courses, rookie journalists may come to newsrooms with less knowledge of traditional skills and practices. (Contains 25 references.) (NKA)

ED 411 549 CS 509 556

Reppert, James E.
Fusing Classroom Theory and Practical Experience: Syllabus Construction in a Broadcast Journalism Experience.
PUB DATE- 97
NOTE- 43p.; Paper presented at the Annual Meeting of the Kentucky Communication Association (Dawson Springs, KY, September 19-20, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Broadcast Journalism; *Course Descriptions; Course Objectives; Higher Education; *Majors (Students); *Mass Media; Program Content; Student Experience; Teaching Methods
IDENTIFIERS- *Southern Arkansas University

This paper contends that it is essential that broadcast journalism courses possess a roughly equal balance between hands-on radio, television, and electronic news gathering assignments and analytical term papers. The importance of students writing and analyzing mass communication issues and personalities cannot be overstated in a highly competitive job market. The paper contains all syllabi and production and writing assignments required of broadcast journalism majors at Southern Arkansas University. It is hoped these syllabi can serve as examples by which current and future broadcast journalism professors can update their respective syllabi for maximum instructional impact. Each course listed in the paper includes an academic course syllabus preface with grading criteria, assignments, prerequisites, and point total; a complete syllabus is also included for each course, with catalog description, textbook used, purpose/objective, topics to be emphasized, types of teaching strategies used, major from a 3-year study of private and public school-choice programs in San Antonio. The paper discusses the characteristics of private and public schools as perceived by the teachers within them. The study focused on two choice programs--the privately funded Children's Education Opportunity (CEO) Foundation program that provides partial scholarships to low-income children for use in private and out-of-district public schools; and the districtwide multilingual public school-choice program offered by the San Antonio Independent School District (SAISD). The study also included a group of nonchoice attendance-zone schools. A survey was administered in spring 1993. A followup survey in fall 1994 contacted over 1,000 teachers at the following groups of schools: (1) private elementary schools in the CEO program; (2) SAISD nonchoice attendance-zone elementary schools; (3) private middle schools in the CEO program; (4) SAISD middle schools housing the multilingual choice program; and (5) SAISD nonchoice attendance-zone middle schools. The majority of private and public elementary and middle school teachers reported that their schools' mission and goals were clearly stated and that their principals were committed to carrying them out. Teachers at both CEO private elementary schools and SAISD elementary schools generally agreed that building-level personnel worked together as a team. Over two-thirds of CEO private and SAISD public elementary teachers said that they had moderate or great influence over setting school-performance goals. Three-fourths of CEO private elementary and middle school teachers were Anglo, compared with roughly 50 percent of SAISD elementary and multilingual middle school teachers and 57 percent of SAISD attendance-zone middle school teachers. SAISD teachers were more likely to hold masters' degrees, to be certified, and to have more years of full-time teaching experience than did CEO private school teachers. Over one-half of the teachers at CEO private elementary and secondary schools expected that about 90 percent of their students would reach grade level by the end of the school year. Finally, although both private and public school teachers said that they made similar efforts to contact parents, CEO private school teachers were more likely to meet their students' parents and to have greater parent participation. Contains 26 tables. (LMI)

ED 411 569   EA 028 164

Thomas, Vernadine
What Research Says about Administrators' Management Style, Effectiveness, and Teacher Morale.
PUB DATE- 97
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Academic Achievement; Administrator Effectiveness; Administrator Role; Elementary Secondary Education; *Leadership; *Leadership Styles; Participative Decision Making; *Principals; *Teacher Administrator Relationship; *Teacher Morale

Over the past 50 years, theoretical and methodological problems have plagued the study of leadership. This paper reviews the literature in the areas of leadership; leadership theories; leadership styles; and the effect of principal leadership on teachers' morale, performance, and student achievement. The literature shows that principal leadership styles and leadership effectiveness are related to teachers' morale and performance; and that leadership styles and principal

Every learner must be guaranteed access to quality instruction, resources, and assessment. This handbook was designed to assist educators in making responsible local educational decisions with an informed and attuned understanding of equity and effective school practices. The publication is intended to help engage education stakeholders in substantive dialogue about the integral relevance of equity, multicultural education, and equal access to every student and educator. Part 1 identifies the key components of educational equity--access, attitudes, language, interactions, instruction, and materials. Part 2 describes equitable practices and effective practices at the district, school, and classroom levels, and outlines the responsibilities of school staff and other key stakeholders. Training and technical assistance are offered free of charge to public school personnel by the Center for National Origin, Race and Sex Equity (CNORSE) at the Northwest Regional Educational Laboratory. Appendices contain 62 references, definitions, and key federal nondiscriminatory laws as they impact equity in education. (LMI)

ED 411 588 EA 028 624

Beckham, Joseph C.
Student Searches in Public Schools. Focus on Legal Issues for School Administrators.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Civil Liberties; *Compliance (Legal); Constitutional Law; Court Litigation; *Discipline Policy; Elementary Secondary Education; *Evidence (Legal); Guidelines; *Public Schools; School Law; School Security; *Search and Seizure; *Student Rights
IDENTIFIERS- Supreme Court

School administrators sometimes face circumstances in which student searches seem necessary in order to maintain discipline and provide a safe learning environment. This publication provides an overview of recent court cases related to student searches, in an effort to help school officials anticipate and avoid legal problems while they carry out their duties to ensure the safety of their students. Topics include justification for a search, the importance of individualized suspicion, the totality of circumstances, pat-downs and strip searches, and blanket searches. Although students expect privacy in the school setting, the state's custodial and supervisory authority means that students have a lesser expectation of privacy than would an ordinary citizen. Eight specific guidelines are offered. (Contains 31 endnotes). (LMI)

ED 411 589 EA 028 625

Beckham, Joseph C.
Maintaining Religious Neutrality in Public Schools. Focus on Legal Issues for School Administrators.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Effectiveness; Administrator Role; *Interprofessional Relationship; *Leadership; Leadership Qualities; *Leadership Styles; *Principals; Secondary Education
IDENTIFIERS- *Ohio

Effective school leadership requires an understanding of the tension between the technical and symbolic aspects of leadership. This paper presents findings of a study that examined principals' self-reported leadership orientations. A survey (the Principal Behavior Inventory) mailed to 865 secondary principals at Ohio public and private schools yielded 577 usable returns, almost a 68 percent response rate. Phase-two methods included interviews with six principals who had been classified as having "unfocused" orientations and observations at the six principals' schools. The term "unfocused" refers to principals' lack of emphasis on either the symbolic or technical nature of their responsibilities. "Unfocused" in this sense does not denote ineffectiveness. Findings support the premise that principals can be differentiated with respect to the emphasis they place on the symbolic and technical aspects of their work. The "unfocused" principals appeared to be more concerned with being accommodators, caretakers, collaborators, delegators, and facilitators. The majority of the six principals appeared to demonstrate a kind of "servant" leadership orientation, which emphasizes the professional relationship rather than the symbolic or technical qualities of the principalship. Overall, findings strongly support the use of the survey instrument as a reliable and valid instrument for identifying the importance that principals attach to different aspects of their work. Almost one-third of the survey sample indicated a bifocal leadership orientation; about one-fourth reported an unfocused orientation. Fifteen tables are included. Appendices contain the interview protocol and sample formulas. (Contains 23 references.) (LMI)

ED 411 608 EA 028 658

Tashjian, Michael D.; Elliott, Barbara
Local Evaluation of Programs Funded under the Drug-Free Schools and Communities Act. Final Report.
SPONS. AGENCY- Department of Education, Washington, DC. Planning and Evaluation Service.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Data Collection; Drinking; *Drug Education; Drug Use; Elementary Secondary Education; Evaluation Methods; National Surveys; Prevention; *Program Administration; Program Effectiveness; *Program Evaluation; *Violence
IDENTIFIERS- *Drug Free Schools and Communities Act 1986

In September 1993 the U.S. Department of Education (ED) released a handbook to assist school- and community-based practitioners in designing and conducting evaluations of drug- and violence-prevention programs funded under the Drug Free Schools and Communities Act (DFSCA). A study was undertaken to assess the

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Employment Services; Financial Support; *Job Placement; *Mental Retardation; National Surveys; *Sheltered Workshops; *State Agencies; *Supported Employment

This fact sheet reports data from a national survey of state mental retardation/developmental disabilities (MR/DD) agencies. The survey was designed to investigate the distribution of people supported by state MR/DD agencies in integrated versus facility-based day and employment services and the levels of funding. Results indicate that while the number of people served in integrated settings increased throughout FY 1988-93, the number of people served in facility-based settings remained the same. Data appear to show a decrease in facility-based services over time, however, this decrease exists only in the overall distribution of services, not in the amount of services. The findings suggest that when integrated services are provided, they are provided in addition to existing facility-based services, rather than in place of facility-based services. Findings also indicate that for 23 states reporting on funding across the 3 years: (1) total funding for day and employment services has increased from $1.1 billion in 1988 to $1.6 billion in 1993; (2) there has been an increase in the distribution of funds allocated to integrated employment, from 12 percent in 1988 to 17 percent in 1993; and (3) most funding is still allocated to facility-based settings (83 percent in 1993). Graphs illustrate the data findings. (CR)

ED 411 626 EC 305 816

Johnson, Marilyn; Werstler, Jeffrey; Allwardt, Alys; DeLacy, Margaret; Reid, Michael; Weinmenn, Sheila
Meeting the Needs of TAG Children in Portland Public Schools: A District TAG Advisory Committee (DTAC) Position Paper.
PUB DATE- 96
NOTE- 18p.; Document is a copy downloaded from Internet.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Acceleration (Education); Data Collection; Delivery Systems; Early Admission; Educational Strategies; Elementary Secondary Education; Emotional Development; Financial Support; *Gifted; *Parent Attitudes; Parent Responsibility; Parent School Relationship; Rural Schools; Social Development; *Student Evaluation; Student Placement; Student Responsibility; *Talent; *Talent Identification; Teacher Competencies
IDENTIFIERS- *Portland School District OR

This position paper from the District TAG talented and gifed Advisory Committee addresses many of the educational issues that are of concern to parents of talented and gifted children in Portland, Oregon. The paper is divided into 16 topical areas, including: (1) identification and assessment; (2) gifted student plans; (3) rate and level programs to meet the needs of TAG students; (4) timely delivery of services; (5) data collection and evaluation to ensure compliance; (6) early entry; (7) exceptionally gifted children; (8) geographically isolated children; (9) social and emotional needs of gifted children; (10) time with intellectual peers; (11) communication between and among teachers, parents, students, principals, and administrators; (12) leadership to provide checks and balances to ensure that appropriate TAG services are consistently delivered throughout the district; (13) budget assurances that contained classrooms. The report first presents theoretical and empirical support for mnemonic instructional techniques. Second, a thorough review of recent research in mnemonic instruction of special populations is provided. Third, a detailed description of the research activities undertaken in this federally funded research program is given. Last is a discussion of the knowledge gained from the research and its implications for the special education of students with learning disabilities and other mild disabilities. Results found that students when instructed mnemonically scored much higher on tests, including recall tests of up to 8 weeks of instruction, than when they were instructed traditionally. Additionally, teachers rated mnemonic instruction as significantly more appropriate for students with learning disabilities. Students also strongly favored mnemonic instruction. Findings also indicate that the students could be taught to generate their own mnemonic strategies when prompted by the teacher during the course of instruction and when trained independently by experimenters. Appendices included the published articles and manuscripts generated by this project. (Contains 78 references.) (Author/CR)

ED 411 644 EC 305 836

Deshler, Donald; Schumaker, Jean; Fisher, Joseph
The Effects of an Interactive Multimedia Program on Teachers' Understanding and Implementation of an Instructional Innovation.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; *Hypermedia; *Inservice Teacher Education; *Multimedia Instruction; Multimedia Materials; *Preservice Teacher Education; Program Effectiveness; Secondary Education; Special Education Teachers; *Teacher Workshops

The effects of an interactive multimedia program on teachers' understanding and implementation of an instructional innovation were examined. Fifty-eight preservice teachers and 10 inservice teachers participated and were randomly assigned to one of two teacher development programs. The first teacher development program, called the "Virtual Workshop," was a computer based, interactive multimedia program. The second teacher development program, called the "Actual Workshop," was a traditional, live presenter directed program. Results of the study indicate that compared to their pretest scores, the posttest scores earned by inservice and preservice teachers on the test of knowledge and understanding of the innovation significantly improved following participation in either workshop. Moreover, preservice and inservice teachers' satisfaction ratings of both workshops were favorable. Inservice teachers who participated in the workshops correctly performed a substantially greater number of the innovation's targeted behaviors after training than before training. The development cost of the Virtual Workshop was found to be nearly four times as expensive as the development cost of the Actual Workshop; however, the cost to implement the Virtual Workshop was less than the Actual Workshop. Overall, both workshops had similar, positive effects on both groups of teachers' understanding and implementation of the instructional innovation. (Contains 58 references.) (Author/CR)

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- American Indians; Cultural Awareness; Delivery Systems; *Disabilities; *Early Intervention; Family Attitudes; Family Involvement; *Family Needs; *Family Programs; *Integrated Services; Preschool Education; *Staff Role; Young Children
IDENTIFIERS- Kansas; North Carolina; Project Head Start

This theme issue focuses on family-centered practices and policies for service delivery. The first article, "Family-Centered Service Delivery," reports on a study of 130 published sources in education, social work, nursing, psychology, occupational therapy, and related disciplines, which found that the key components of family-centered philosophy and practice were: (1) focusing upon the family as the unit of attention; (2) organizing assistance collaboratively; (3) organizing assistance in accordance with each individual family's wishes; (4) considering family strengths; (5) addressing family needs holistically; (6) individualizing family services; (7) giving families complete information in a supportive manner; (8) normalizing perspectives; and (9) structuring service delivery to ensure accessibility, minimal disruption of family integrity, and routine. Another article, "Measuring Family-Centered Practices," details the findings of a survey of 443 parents of children with disabilities that found the three most desired early intervention staff behaviors were listening to families, treating families with respect, and accepting families as important team members. A third article "Family-Centered Statutory Policy," discusses findings from a study that evaluated family-centered statues in North Carolina and identified 24 quality indicators of exemplary family-centered legislation. The newsletter also describes a Head Start program for Native American children and strategies that staff can use to use it with families. (CR)

ED 411 662   EC 305 855

Norwich, Brahm
A Trend towards Inclusion: Statistics on Special School Placements & Pupils with Statements in Ordinary Schools, England 1992-96.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Access to Education; *Disabilities; Elementary Secondary Education; Foreign Countries; *Inclusive Schools; Mainstreaming; *School Districts; *Student Placement; *Trend Analysis
IDENTIFIERS- *England

This study of English (United Kingdom) local education authority (LEA) data reports on the number of pupils (ages 5-15) with disabilities in special schools and ordinary schools for 1993, 1994, and 1996. Results indicate: (1) the overall percentage of pupils in special schools decreased from 1.49 percent in 1992 to 1.46 percent in 1993, to 1.45 percent in 1994, and to 1.40 percent in 1996; (2) in 1996 the special school population declined to a total of 88,849; (3) between 1992-96, 71 out of 107 English LEAs actually decreased the percentages of pupils placed in special schools; (4) in 1996 children in Wandsworth (inner London) were eight times more likely to be placed in a significant impact on the strategies native Chinese speakers use to learn English as taught by methods based on the philosophies of western philosophers. It is important for teachers of English as a second language (ESL) to understand how Chinese learning styles and expectations reflect Chinese culture and history, and the educational system in which Chinese students would have received initial English language instruction. Personal motivations for learning are largely politically-based, reflecting national educational objectives. The rigid structure of relationships in Chinese society, including that of teacher and student, also reflect Confucian philosophy. Understanding of such concepts as filial piety, reciprocity, the irrelevance of personal feelings, and the importance of clarity in relationships can help the ESL teacher design instruction, communication, and classroom interaction. Contains 42 references. (MSE)

ED 411 681 FL 024 733

Eccles, Lance
Shanghai Texts. MLS Macarthur Linguistic Studies No. 1.
PUB DATE- 97
NOTE- 148p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Chinese; Foreign Countries; Grammar; Language Patterns; *Language Variation; *Oral Language; Phonology; Pronunciation; *Regional Dialects; Spelling; Tone Languages; Translation
IDENTIFIERS- *China (Shanghai)

Twenty texts in the Chinese dialect of Shanghai city are presented as a tool for those familiar with some dialect of Chinese who are learning this variety. The texts, recorded as spontaneous speech, were originally collected for grammatical analysis and have been revised somewhat for print form. They are arranged in approximate order of difficulty, and glossaries and grammatical notes are appended to each text; grammatical notes are intended for the reader who knows another form of Chinese. An English translation accompanies each text. An introductory section recommends a text of graded dialogues in Shanghainese, a dictionary, and a lexical survey to be used in association with these texts. It also contains notes on pronunciation and spelling, tones, and general word classes. An integrated glossary, a grammatical index by keyword, and character texts are also included. (MSE)

ED 411 682 FL 024 734

Young, Dolly Jesusita
Instruction in Language Textbooks: Moving Culture into the Driver's Seat.
PUB DATE- 97
NOTE- 68p.; Paper presented at the Annual Meeting of the Northeast Conference on the Teaching of Foreign Languages (New York, NY, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Affective Objectives; Classroom Techniques;

NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Classroom Communication; Difficulty Level; *English (Second Language); Foreign Countries; Grammar; *Language Patterns; Learning Processes; Second Language Learning; *Second Languages; Vocabulary Development
IDENTIFIERS- Australia

Issues and patterns in second language learning are discussed, drawing on a 1985 study with learners of English as a second language in Australia. Discussion begins with an analysis of the process of learning one form of verb marking, the ending "-ing." The inherent complexity of this form in English is examined, and ways in which learners at beginning and more advanced levels and from different native language backgrounds approach this complex form are explored. The second chapter looks at a variety of principles and subprocesses in language learning: learning as elaboration of previously-known patterns; acquisition of English pronouns; acquisition of vocabulary; acquisition of the indefinite article; form-function constraints; lexical opposites; learning as decomposition of elements (as contrasted with elaboration); and learning as analysis. Chapter three addresses the teachability hypothesis, which makes claims about developmental stages in language learning and the learning of variation in language patterns. In chapter four, ways to apply theory in classroom research to improve language teaching practice are discussed. Contains 30 references. (MSE)

ED 411 702 FL 024 804

El-Koumy, Abdel Salam A.
Effect of Cloze Instruction in EFL Listening Comprehension.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Achievement Gains; Class Activities; Classroom Communication; Classroom Techniques; *Cloze Procedure; Comparative Analysis; Cooperative Learning; *Discussion (Teaching Technique); *English (Second Language); Instructional Effectiveness; Language Tests; *Listening Comprehension; Second Language Instruction; Testing

This study tested the effectiveness of the cloze procedure, used aurally, to teach listening comprehension in English as a foreign language (EFL). Subjects were the classes of two teachers (n=74, n=75); one teacher taught using the aural cloze procedure, and the other taught using conventional listening instruction techniques. In aural cloze instruction, the teacher would read the cloze text aloud; at the end of sentence, students worked cooperatively in small groups to supply the deleted words and participate in teacher-led discussions about the various possible answers. In conventional instruction, students were read the entire text aloud, then answered questions orally or in writing, matched sentences with pictures, or drew or completed a map or picture. Comparison of pre- and posttest results for both groups reveals that the aural cloze treatment group performed better than the conventional treatment group after instruction. The pretest/posttest is appended. Contains 36 references. (MSE)

ED 411 703 FL 024 805

DESCRIPTORS- Beliefs; Black Students; College Admission; *College Students; *Delay of Gratification; *Educational Attitudes; *High Risk Students; Higher Education; Metacognition; *Racial Differences; Self Efficacy; Self Evaluation (Individuals); *Student Motivation; Study Skills; White Students
IDENTIFIERS- African Americans; Conditional Admission

This study compared academic delay of gratification (ADOG) among conditionally-admitted African-American, regularly-admitted African-American, and regularly-admitted white college students. A total of 44 conditionally-admitted African-American students, 43 regularly-admitted African-American students, and 273 regularly-admitted Caucasian students from the same university completed the Academic Delay of Gratification Scale (ADOGS) and the Motivated Strategies for Learning Questionnaire (MSLQ). It was found that although there were no significant differences between the reported ADOG of regularly- and conditionally-admitted African-American students, the conditionally-admitted group was higher in extrinsic motivation, organization, critical thinking, peer learning, and help seeking. Overall ADOG scores were significantly higher for the regularly-admitted African-American students than for the Caucasian students, however. In addition, regularly-admitted African-American students reported higher use of rehearsal and metacognition than regularly-admitted Caucasian students, although the reverse obtained for control beliefs and self-efficacy. A copy of the ADOGS is included. (Contains 15 references.) (MDM)

ED 411 722 HE 030 441

Burton, Larry
Overcoming the Inertia of Traditional Instruction: Final Report of the Social Work Faculty Development Program at Andrews University.
PUB DATE- 97
NOTE- 19p.; For the interim report, see ED 404 956.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Instruction; *Cooperative Learning; *Faculty Development; Higher Education; Inservice Teacher Education; Program Descriptions; Program Evaluation; *Social Work; *Teacher Workshops; Teaching Methods
IDENTIFIERS- *Andrews University MI

This paper describes a 1996-97 faculty development program conducted for the social work department at Andrews University (Michigan). The training included the presentation of instructional theory, demonstration of instructional techniques, practice of the techniques by the participants, feedback on these practice sessions, and on-going support from peers and the training consultant. Day-long sessions were conducted in October and January, with 90-minute follow-up sessions scheduled 1 month after each day-long session. The focus of the initial session was on cooperative learning structures, while the second concentrated on the acquisition of informal cooperative learning techniques. Faculty study groups also met several times in the interval between the two sessions. The report concludes that for faculty development programs to be effective, the teaching aspect of faculty advancement must be emphasized as much as research, that faculty development initiatives need to be planned in collaboration with faculty, and that long-term development initiatives depend on the success of faculty study groups. Five productivity and education, the importance of international markets, the existing income inequity in the U.S.; the failure to use the existing and potential skills of African Americans; and the aging of the U.S. workforce. Barriers to access include budget reductions for public education, tuition increases, reductions in financial aid, changes in financial aid, and a negative climate regarding public education. College and university presidents need to be proactive in efforts to increase inclusion of minorities especially in recruitment and admissions, retention and graduation, and program quality. In the area of equity, presidents should recognize that access, inclusion, and equity are the goals of the public university and need to be included in their mission statements. They should moderate and elevate the debate concerning equity in American society and to work actively to promote equity in admissions and faculty/staff hiring. (Contains 10 references.) (JLS)

ED 411 742   HE 030 517

Multicultural Student Statistics: Fall 1996-97, University of Wisconsin System.
PUB DATE- 97
NOTE- 371p.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- College Freshmen; Community Colleges; Degrees (Academic); *Enrollment Trends; *Ethnic Groups; Females; Full Time Students; Higher Education; In State Students; Institutional Characteristics; Majors (Students); Males; *Minority Groups; Multicampus Colleges; Out of State Students; Place of Residence; *State Universities; *Student Characteristics; Tables (Data); Transfer Students
IDENTIFIERS- *University of Wisconsin System

This report provides detailed multicultural student data for the University of Wisconsin system, which includes 13 degree granting institutions and 13 two-year centers. Tables provide data on: enrollment by level and institution; students by heritage and classification; enrollment by level; enrollment by ethnic/cultural group and level; enrollment by residence; enrollment by gender and full time status; enrollment by level and current entrance status; transfer status; and student age. Data regarding new freshmen include mean student credit hours and high school graduation by residence. Data regarding geographic origin include new freshmen enrolled by Wisconsin County, enrolled by state, graduate enrollment by state, and professional student enrollment by state of origin; Data on enrollment by declared major is also provided. A chart compares academic degrees conferred by level with a annual profile for the 10-year period 1987/88 through 1996-97. Tables also compare headcount over the same 10 years by ethnic group. Each table provides data for individual institution and totals. The categories include Black, Hispanic/Latino, American Indian, Asian, Nonresident Alien, and White/other. (JLS)

ED 411 743   HE 030 518

Student Statistics Fall 1996-97. University of Wisconsin System.
PUB DATE- 97
NOTE- 204p.; Some pages contain small, light type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

and percent of applicants with income changes; and show how the proposed changes would impact upon one public institution. (CH)

ED 411 759 HE 030 534

Strom, Jonathan, Ed.; Aleshire, Daniel, Ed.
Fact Book on Theological Education for the Academic Year 1996-97.
PUB DATE- 97
NOTE- 123p.; For the previous edition, see ED 396 635. Funding for ATS database development was received from the Lilly Endowment Inc.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Catholic Schools; *Church Related Colleges; College Faculty; Comparative Analysis; Degrees (Academic); *Educational Finance; *Enrollment Trends; Ethnic Groups; Higher Education; *Institutional Characteristics; Private Education; Private Financial Support; Religious Organizations; School Funds; Sex; Small Colleges; Student Costs; Tables (Data); Teacher Salaries; *Theological Education; Trend Analysis

This annual compilation of data is based on information received from 232 member schools of the Association of Theological Schools in the United States and Canada. The membership consists of Protestant, Roman Catholic, and Orthodox theological schools, both university-related divinity schools and free standing seminaries. This edition reflects several changes from prior years: new accrediting standards that were adopted in June 1996 recategorized degrees; the Financial Accounting Standards Board mandated new accounting rules for schools in the United States; and technical and programmatic changes have enhanced accuracy and reliability of the data. Seventy tables and figures provide data for the following areas: (1) institutional characteristics; (2) enrollment, including breakdowns by degree, race or ethnic group, and gender ; (3) composition of faculty and personnel compensation, including data for race/ethnicity, rank, and gender; (4) finances, including data on tuition and fees, expenditures per student; and (5) development, which provides data on donations and gifts. The reporting period for some of the financial data is 1995-96. Appended is a list of denominational codes used to designate institutions. (CH)

ED 411 760 HE 030 535

Robinson, Sharon P.; West, Cornel; Cortes, Ernesto J., Jr.; Haycock, Kati P.
Reimagining Professional Development. Four Presentations from AAHE's National Conference on School/College Collaboration (4th, Pittsburgh, PA, December 5-8, 1993).
PUB DATE- 93
NOTE- 45p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change Agents; Change Strategies; *Community Coordination; Community Organizations; Disadvantaged Youth; Educational Change; Educational Cooperation; Educational Environment; Educational Innovation; Educational Philosophy; Educational Theories; Elementary Secondary Education; *Excellence in Education; Hidden Curriculum; Higher Education;

It also clarifies some related terminology. Advantages of computer conferencing are first outlined, including: time- and space- independence; text-based medium; permanent recording; document transfer; decreased turnaround time; access to online resources; an egalitarian context; improved access; overcoming social isolation and increasing emotional involvement; potential for improved participation; opportunity for increased interaction; enabling cooperative and collaborative group work; and enabling knowledge-building. Disadvantages of computer conferencing include the cost of technology; learning curve; technical difficulties; frustrations with group work; information overload; time spent online; and possible low levels of interaction. The following desirable features in computer conferencing software are then described: user-friendliness; cross-platform compatibility; basic word processing capabilities; client-server design; document transfer; conversation threading; ease of administration; digesting; affordability; high quality documentation; off-line work; multimedia capability; address book; batch processing; forms creation and integration; transparent integration with the Internet and World Wide Web; and chat. (Contains 14 references.) (AEF)

ED 411 777 IR 018 572

Misanchuk, Earl R.; Morrison, Dirk; Peterson, Margareth E.
Exemplary Practices in Computer Conferencing.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Conference of the Association of Educational Communications and Technology (Albuquerque, NM, February 12-16, 1997). Available in electronic format at: http://www.extension.usask.ca/Papers/Misanchuk/AECT97/ExemplaryPractices.html
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Computer Mediated Communication; *Distance Education; *Educational Practices; Foreign Countries; Information Networks; Instructional Materials; Nontraditional Education; Online Systems; Teaching Methods; Technological Advancement; Telecommunications; *Teleconferencing

Computer conferencing (CC) is rapidly becoming a viable and useful adjunct to many distance education delivery systems. This paper deals with the general questions of what might constitute exemplary practice in using CC for teaching and learning, as well as features to look for when selecting a CC system. The "Do's" include: test the technology thoroughly; provide high quality instructional materials and documentation; provide high quality technical support; build CC skills gradually; provide study guides; make CC integral and relevant; plan for information management; plan for group development; keep discussions focused; specify expectations; use a variety of pedagogical techniques; and create discussion summaries. In a CC environment, there are also practices to avoid. These "don'ts" include: using computer mediated communication as an add-on; monopolizing and/or sermonizing; allowing any individuals to dominate; permitting inappropriate exchanges; including "fluff" in the course; and underestimating the work involved. (Contains 15 references.) (AEF)

Elementary Secondary Education; *High Risk Students; Information Literacy; Librarian Teacher Cooperation; Library Services; Media Specialists; Motivation
IDENTIFIERS- *Technology Integration

Based on extensive research, this guide offers library media specialists and teachers solutions and practical applications of educational technology within subject disciplines to help improve the achievement of at-risk students. Included are lesson plans, successful case studies, and project ideas for replication in language arts, science, and social studies. Provided are the results of her research in integrating technology and information literacy into the curriculum and the effects of these efforts on the achievement of at-risk students. Exceptional educational technology programs show how to weave multimedia software, CD-ROM technology, videodiscs, and Internet resources into the curriculum to enhance learning and increase student productivity. Five high school and middle school library media specialists provide detailed educational technology programs for replication that have been successful with at-risk students. Examined are anachronistic schools, the resistance to classroom integration of educational technology, disparities in instruction, equity, and access, and the need for teacher training in integrating educational technology into the curriculum. The library media specialist is challenged to acknowledge, reflect, and act on the research and create teacher partnerships to integrate educational technology in an inquiry-based learning environment that will motivate at-risk students. Contains extensive lists of Internet addresses and other technology resources and a bibliography of further reading. (AEF)

ED 411 797 IR 056 621

Shuman, Bruce A.
Beyond the Library of the Future: More Alternative Futures for the Public Library.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Futures (of Society); *Information Technology; Librarians; Library Development; *Library Role; Prediction; *Public Libraries; Science and Society; Technological Advancement; Trend Analysis; Virtual Reality

With comments from a variety of sources, this book presents fictional scenarios intended to get librarians thinking about possibilities. The book offers eight new future scenarios that explore such developments as virtual reality, robots, time travel, biotechnology, computer viruses, security, and more--all within the context of the public library. In one scenario the library has abandoned the distribution of books in favor of an advanced form of virtual reality called "Experience Technology." In another, the library merges with biotechnology and speaks to individuals through brain implants. These scenarios are intended to stimulate discourse and exploration of issues. Written in a conversational and often humorous tone, they are as entertaining and thought-provoking as science fiction stories. Current trends are woven into the text as issues surrounding the library's role in the future are discussed. Contains a list of quotations about the future and an extensive bibliography for further reading. (AEF)

ED 411 798 IR 056 622

throughout the world without telephones, let alone Internet connections. The infrastructure is developing that will provide high-speed affordable access to schools, colleges, and communities. (Contains 14 references.) (Author/SWC)

ED 411 815 IR 056 642

Silhanek, Jaroslav
Integrated Information Education as Standard Part of University Curriculum in Chemistry.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; *Chemistry; Computer Uses in Education; Curriculum Development; Foreign Countries; Higher Education; Information Literacy; *Library Instruction; Online Searching; *Online Systems; Research Skills; *Science Instruction; Student Research; *User Needs (Information)
IDENTIFIERS- Access to Computers; Czech Republic (Prague)

On the basis of long experience in teaching chemical literature courses, an integrated education and training program was introduced as a mandatory course in chemical information where both classical printed and modern electronic forms of information are covered. This mandatory course forms a standard part of the Institute of Chemical Technology (Prague, Czech Republic) chemistry curriculum. An important condition for designing this course was building a special classroom for teaching information technology. The classroom is located directly in the Central Library of chemical faculties, and includes computer access to local and distant information sources, sets of duplicate printed secondary reference sources such as Chemical Abstracts, Beilstein Gmelin, encyclopedias, and other materials available for teaching purposes. This paper describes the course objectives, technical prerequisites and requirements, database and software selection, language problems (since the majority of chemistry information is in English), provides the program syllabus, and describes initial experiences with this form of information education. The information program has been tested with more than 600 students who took the course mostly in their second year of study. The course was received favorably, and is now a standard part of the chemistry curriculum. (Author/SWC)

ED 411 816 IR 056 643

O'Riordan, Gobnait
An Iterative Development of a Training Programme in the Use of the Internet as an Information Source and Publishing Mechanism.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..."

United Kingdom Government's Information Society Initiative which has been fueled by the realization that information is the key component of the ongoing information revolution. The paper then concentrates on the role of intelligent information agents in providing future generations with a superior course for flexible information working. After describing an enterprise-wide information strategy, the role of the Internet, and intelligent agents, the paper outlines requirements of intelligent information agents, which should be able to: identify other agents with which to communicate; establish a reliable communication channel with other agents; identify and be able to use a protocol for the ensuing dialogue; identify and use a common language to exchange information knowledge; know what terms within the language to use to guarantee that the other agent(s) will interpret the expressions in the same way; and know how to handle inconsistent information and the eventual mismatches that arise from different languages, views, translations and so on around all of the thousands of distributed computers in the world which are hooked up to the Internet. It then looks at the three main processes of a commercial enterprise, namely purchasing, producing and selling. (Contains 21 references.) (Author/AEF)

ED 411 834 IR 056 661

Hanani, Uri; Frank, Ariel
Intelligent Information Harvesting Architecture: An Application to a High School Environment.
PUB DATE- 96
NOTE- 12p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer System Design; Computer Uses in Education; *Electronic Libraries; Elementary Secondary Education; Foreign Countries; High Schools; *Information Retrieval; *Internet; *School Libraries; Technological Advancement
IDENTIFIERS- Digital Technology; *Israel; Search Engines

In the educational arena, information is conventionally scattered throughout many projects and documents and on many systems. This distribution of data inhibits students and faculty members from searching and accessing information conveniently and efficiently. The research project described in this paper aims to consolidate the disparate data into one information repository. Known as the KATSIR (K12 Advanced Touring System based on Information Retrieval) system, the project is developing and implementing a comprehensive architecture for intelligent information retrieval in open systems. The novelty of this approach is the combination of a new research paradigm in information retrieval, called information harvesting, with a K12-friendly interface. This paradigm enables both teachers and students to gain practical experience in harvesting information both locally and throughout Internet sites in a K12 environment. As part of this research, an innovative information retrieval project was developed. The program is targeted mainly at the establishment and implementation of a comprehensive Educational Digital Library. This new virtual school library was implemented in the Gilo Comprehensive High

Youth in a School-to-Work Framework. (KC)

ED 411 400 CE 074 668

Mitchell, Robert B., Ed.
Delta Pi Epsilon National Research Conference Proceedings (Indianapolis, Indiana, November 14-16, 1996).
PUB DATE- 96
NOTE- 278p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Action Research; Adult Education; Adult Students; Advisory Committees; *Business Education; Business Education Teachers; College Students; Competency Based Education; Computer Uses in Education; Consultants; Cooperative Learning; *Education Work Relationship; Educational Needs; Educational Practices; Educational Research; Electronic Mail; Employer Attitudes; Employment Qualifications; Entrepreneurship; Foreign Countries; Government School Relationship; Higher Education; Information Systems; Internet; Internship Programs; Job Training; Management Development; Mentors; Money Management; Multicultural Education; National Standards; Nonprofit Organizations; *Office Occupations Education;
IDENTIFIERS- Certified Financial Planners; Egypt; Employer Surveys; Nebraska; Pennsylvania; Secretarys Comm on Achieving Necessary Skills

The following are among the 34 papers included: "An Assessment of Support Staff Training in Public Two-Year Colleges" (Kuceyeski); "Attitude and Motivation of Vocational Student Teachers toward Teaching Commerce and Entrepreneurship" (Pihie, Elias); "Barriers Adult Office Education Students Encounter in Pursuit of Educational Goals" (Reusch); "Building a University-Government Partnership to Implement the Performance Consulting Model in Municipal Government" (Holton et al.); "Business Education Student Teachers' Perceived Multicultural Teaching Competence Related to Their Background Experiences" (Thabede, Schmidt); "Can We Agree on the Topics Financial Managers Need To Know? Practitioners and Educators Respond" (Hoover); "Case Study of a Staff Development Workshop Examining the Application of Teacher Education and Cooperative Learning Research in Business Education" (King); "College Student Absenteeism" (C. Lundgren, T. Lundgren); "Computer End-User Skills U.S. Corporations Recommend Business Students to Possess Now and Toward 2000" (Zhao); "A Determination of the SCANS (Secretary's Commission on Achieving Necessary Skills) Skills, Competencies, and Personal Qualities Being Included in the Business Curriculums of Nebraska Public Secondary Schools" (Anderson, Barton); "Email" (Joiner et al.); "Entrepreneurship Development in Kenyan Technical Education" (Kanyi, Ubelacker); "Factors that Influence Participation in Student Organizations" (McCannon, Bennett); "The Impact of Selected Variables on Office Roles and Responsibilities" (McEwen); "Linking School with the Workplace" (Finch, Schmidt, Moore); "Methods of Teaching Electronic Spreadsheets" (McDonald, Echternacht, Smith); "Perception of Business Educators about Information Systems Competencies Required by Business Professionals" (Loop); "Perceptions of National Industry-Based Skill Standard Technical Committees of the Impact of Skill Standards on Vocational Education" (Bunn, Stewart, Schmidt); "Postsecondary Office Systems Instructors" (Anderson, Atiba-Davies); "Preparing for Employment in the Next Millennium" (Morrison, Oladunjoye, Czarkowski); "The School-to-Work Initiative"

of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Adult Education; Annotated Bibliographies; Career Education; *Computer Uses in Education; Databases; Education Work Relationship; Educational Practices; *Educational Resources; Foreign Countries; High Schools; Higher Education; *Information Networks; Information Utilization; *Internet; Job Search Methods; Military Training; Teacher Education; *Vocational Education; Vocational Education Teachers; *World Wide Web
IDENTIFIERS- ERIC Digests

This digest is intended to help vocational educators learn to make the best use of the World Wide Web. Among the vocational education-related websites and uses of the web profiled are the following: a website that Minnesota high school students can use to search for career opportunities and check local classified ads; a website through which Australian workers can earn a Certificate in Workplace Leadership; a University of Idaho project that allows teacher educators to evaluate teachers in the field through the use of digital cameras, conduct chats related to classes, and conduct examinations and discussions through websites; a rural Ohio program in which students use the Internet to find specific materials related to their vocational programs; a website containing more than 200 manuals, curricula, and guides that have been created by local and state school-to-work offices; websites that a Florida tech prep/school-to-work coordinator uses to conduct a business education classes and help students develop job search skills; and a website containing lesson plans of a Massachusetts vocational high school and samples of students' work. Contains an annotated list of 15 relevant websites and 6 references. (MN)

ED 411 417 CE 074 703

Naylor, Michele
Work-Based Learning. ERIC Digest No. 187.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Academic Education; *Articulation (Education); Career Education; Cooperative Planning; *Education Work Relationship; Educational Practices; Educational Quality; Learning Activities; Partnerships in Education; Program Design; Program Development; *School Business Relationship; Secondary Education; Two Year Colleges; Vocational Education; *Work Experience Programs
IDENTIFIERS- *Employer Role; ERIC Digests

Work-based learning may occur in the following forms: contracted instruction; cooperative education; school-to-apprenticeship; registered apprenticeship; career exploration; service learning; career internships; career academies; school-based enterprises; and clinical experience programs. The following are key components of work-based learning programs: planned program of job training and experiences; paid work experience; workplace mentoring; instruction in general workplace competencies; and broad instruction in all aspects of industry. Recruiting sufficient numbers of employers willing to commit to the high level of employer involvement implicit in work-based learning and ensuring that worksite learning is of high quality

Factors; Research Reports; Rural Education; Sex Bias; *Sex Differences; Sex Discrimination; Sex Role; Social Change; Sociocultural Patterns; Socioeconomic Status; Trend Analysis; Urb Africa; Asia; Latin America; Middle East; Tropics
IDENTIFIERS- Africa; Asia; Latin America; Middle East; Tropics

This partially annotated and selected bibliography lists several hundred publications on the topics of gender and gender and education at the global level and in countries located in the following areas: Sub-Saharan Africa, North Africa and the Middle East, Asia, South Asia, Southeast Asia, Central and East Asia, Latin America, and Tropical Island zones. Annotations including fairly detailed summaries are included for 60 publications. The vast majority of the books and papers cited are written in English. A few French and Spanish publications that are considered key sources on gender and education and development have also been included. A sampling of the topics covered in the various publications is as follows: access to education; adult education; agriculture; AIDS; attainment; basic education; capitalism; careers; caste; child bearing; civic education; class; coeducation; constraints; curriculum; distance learning; divorce; dropouts; employment; enrollment; family; famine; fertility; formal education; health; higher education; households; illiteracy; income; industry; jobs; labor market; labor supply law; literacy; adult literacy; marriage; nonformal education; patriarchy; politics; poverty; religion; reproduction; rural education; schools; women's status; stereotyping; teachers; trade unions; training schemes; urban education; vocational education; women and work; women's associations; and women's rights. Author, country, and theme indexes are included. (MN)

ED 411 434   CE 074 760

Owens, Tom
The Boeing Company's Manufacturing Technology Student Internship. Final Evaluation Report for 1996.
SPONS. AGENCY- Boeing Co., Seattle, WA.
PUB DATE- 97
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *Experiential Learning; Grade 11; Grade 12; High Schools; *Internship Programs; Job Skills; *Manufacturing; Postsecondary Education; Pretests Posttests; Program Effectiveness; Program Evaluation; Student Attitudes; Student Experience; *Summer Programs; *Technology Education
IDENTIFIERS- Boeing Company

A study evaluated The Boeing Company's Student Internship Program for students enrolled in a manufacturing technology program. The programs in the Seattle (Washington) and Portland (Oregon) areas provided students with three progressive internship levels offered in the summers of grades 11, 12, and 13 (the first year of community college). The 1996 evaluation involved review of documents describing the internship structure, student selection process, curricula, and written pre- and post-surveys of interns. Data indicated the program had motivated some students to stay in school and continue education in their areas of interest. It provided students with valuable work experiences in specific areas of manufacturing technology and important basic employability skills. The internship was very successful in teaching the manufacturing-related skills designated at each level. Learning these skills helped students and language used for challenging. Included in the course outline are the transparency masters and handouts for each module of the course and sample units for history, geography, commerce, and design and technology classrooms. Each sample unit contains subject-specific instructions and resources for using language in the ways described in the course modules. (MN)

ED 411 452   CE 074 783

Wilde, Francesca; Hardaker, Roger
Clarity Is Power: Learning Outcomes, Learner Autonomy and Transferable Skills. Developing FE. FEDA Report.
SPONS. AGENCY- Department of Employment, London (England). Training Enterprise and Education Directorate.
PUB DATE- 97
NOTE- 79p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Adult Education; Case Studies; Classroom Techniques; Educational Objectives; Educational Principles; English; Environmental Education; Evaluation Criteria; Evaluation Methods; Foreign Countries; French; Instructional Development; Models; *Outcome Based Education; *Outcomes of Education; *Personal Autonomy; Postsecondary Education; Program Design; Program Evaluation; Student Evaluation; Teaching Methods; Technical Institutes; *Transfer of Training; Vocational Education
IDENTIFIERS- Resource Based Learning; *United Kingdom

This report examines issues and approaches to course design and evaluation within the higher education (HE) sector that are relevant and applicable to the United Kingdom's further education (FE) sector. Chapter 1 examines the increasing emphasis on student-centered learning in FE/HE and the implications of that trend. Discussed in chapter 2 are the following: principles and benefits of the learning outcomes model, steps in writing a learning outcomes-based course, and assessment criteria and levels and grading in courses based on the learning outcomes model. Chapter 3 begins with a discussion of the benefits of focusing teaching on helping students develop autonomy. It details the advantages and techniques of the following methods for fostering learner autonomy: fewer lectures; small group work; peer tutoring; proctoring; resource-based learning; learning agreements/negotiated learning; changes in assessment; and continuous evaluation and review. Chapter 4 profiles outcomes-based course design efforts at two colleges. Among the issues and practices discussed in the two case studies are the following: academic progression; development of personal and conceptual skills; interdisciplinary studies; resource-based learning in environmental science; peer assessment in French; and development of independent learning skills in English studies. Four bibliographies contain a total of 102 references. (MN)

ED 411 453   CE 074 785

Coady, Sally; Tait, Tony; Bennett, Jim
Give Us the Credit: Achieving a Comprehensive FE Framework. FE Matters. FEDA Paper.
PUB DATE- 97
NOTE- 38p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022)

diversity, and faculty choice as factors affecting the implementation of distance education electronic technology, there is the phenomenon of electronic teaching itself, particularly the asynchronous (spread out over a series of days) electronic contact. Benefits of electronic teaching include a reconceptualization of the "classroom" wherein intellectual and communication skills, especially writing, are strengthened. (YLB)

ED 411 470 CE 074 836

Technical and Vocational Education in Azerbaijan.
PUB DATE- 97
NOTE- 19p.; Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Education; Decentralization; Developing Nations; *Economic Development; Educational Change; *Educational Development; Foreign Countries; *Labor Market; *Labor Needs; Postsecondary Education; Refugees; Secondary Education; Student Educational Objectives; Technical Education; *Unemployment; *Vocational Education
IDENTIFIERS- *Azerbaijan

The educational system of the Azerbaijan Republic has inherited the main features of the former Soviet educational system: overcentralized and mostly based on the teaching principles of the old regime. The existing system of technical-vocational colleges (TVCs) is fairly evenly distributed in Azerbaijan. TVCs have maintained close relations with the production sectors of the economy but have failed to meet fully their requirements for skilled workers. The restructuring of the former Soviet Union is directly related to the continuing break-up of the system of technical and vocational education. The loss of jobs and the low incomes of those still employed have resulted in a decrease in production. These circumstances have led to a weakening of motivation among youth regarding education in general and technical-vocational education in particular. Another factor curbing development of technical and vocational education and the adaptation of the system to a changing economy is the problem of financing. Forceful action is required to revise the special courses, enrollment, sources of financing, and technical equipment of classrooms. The unemployment problem is exacerbated by refugees who lack vocational training. A priority is a revival of agricultural production to provide employment and food supplies. To address its educational problems, Azerbaijan should continue decentralization and seek cooperation from private enterprises and international organizations. (YLB)

ED 411 471 CE 074 838

The Development of Technical and Vocational Education in Africa.
PUB DATE- 96
NOTE- 411p.; Product of the International Project on Technical and Vocational Education (UNEVOC).
LANGUAGE- English
EDRS Price- MF01/PC17 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Developing Nations; Economic Development; Education Work Relationship; Educational Cooperation; *Educational Development; Educational Legislation;

then examined, along with determinants of tobacco use and the harm tobacco can cause. Prevention is the focus of the text and examples of health promotion within schools are provided. Tips on working with community members, working with other agencies, and working with parents are offered. Emphasis is also placed on education in the schools, on policies for developing prevention in schools, and on youth organizations, such as community sports clubs and prevention clubs. (RJM)

ED 411 489 CG 028 013

Seacrest, Mariya
Improving the Knowledge of Rural Medical Practitioners To Increase Effectiveness in Cases of Family Violence.
PUB DATE- 97
NOTE- 76p.; M.S. Practicum, Nova Southeastern University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Family Problems; *Family Violence; *Health Education; *Health Personnel; *Intervention; Perception; Program Descriptions; Rural Areas; Rural Family
IDENTIFIERS- Rurality

Due to isolation, lack of resources, and lack of training, rural health care providers lack the knowledge, skills, and attitude to work effectively with patients experiencing family violence. To address this need, a strategy-reported here-was designed and implemented in order to promote more effective intervention with patients experiencing family violence. The strategy contained three phases: (1) provide brief presentations to various members of the health care community regarding family violence, local resources, and health care providers' role in intervention and prevention; (2) explore ways to provide a resource guide to health care providers and revise and distribute an extant guide; and (3) organize and provide a full-day, professional health care provider training session. The project's two primary goals were to improve the response of medical professionals to patients experiencing family violence and to lessen the gap between health care providers and people working in the field of family violence. Pre- and post-project surveys indicated an increase in participants' awareness of family violence, comfort in working with patients experiencing family violence, and a desire to receive ongoing training. Nine appendices include the health care provider survey, advocate survey, training brochure and outline, project budget, and a sample resource guide. (RJM)

ED 411 490 CG 028 016

Forsyth, G. Alfred; Altermatt, Ellen R.; Forsyth, Peggy D.
Humor, Emotional Empathy, Creativity and Cognitive Dissonance.
PUB DATE- 97
NOTE- 16p.; Paper Presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cartoons; *Cognitive Dissonance; Creativity; *Empathy; *Ethnic Bias; *Humor; Perspective Taking; Psychological Characteristics; Racial Bias; Sex Bias;

NOTE- 50p.; Foreword by Richard W. Riley.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Brain; College Students; *Early Childhood Education; *Emergent Literacy; Higher Education; *Learning Processes; Parent Participation; Program Descriptions; Program Implementation; *Reading Aloud to Others; *Reading Improvement; Volunteers

Based on the experiences of the Harvard Emerging Literacy Project (HELP), this booklet helps interested college students to start early childhood literacy programs. After a foreword by Education Secretary Richard W. Riley and a preface, the booklet discusses HELP and provides guidelines for starting such a project, including basic principles, taking advantage of the school's resources, training, recruiting volunteers, working with--not simply for--communities, keeping the dialogue going, and establishing a firm base from which to grow. The booklet then presents a summary of recent brain research, and discussions of the role families and communities play, children in poverty, and why young children need help. The booklet next discusses the Head Start program, the Even Start program, and the America Reads Challenge. A checklist and descriptions of 27 literacy groups, college-based programs, early childhood literacy materials, and Internet resources are attached. (RS)

ED 411 511 CS 215 954

Questions and Answers on Copyright for the Campus Community. Includes Software and Internet Issues. Updated for 97.
PUB DATE- 97
NOTE- 23p.; For the 1993 edition, see ED 380 820. Endorsed by the Copyright Clearance Center and the Association of American University Presses.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Computer Software; *Copyrights; *Fair Use (Copyrights); *Higher Education; Internet; Legal Problems; *Legal Responsibility; *Publications; *Reprography
IDENTIFIERS- Copyright Law 1976; Government Regulation

Intended to aid members of the academic community who produce written material (this includes instructors and students) in conforming to the requirements of U.S. copyright law, this easy-to-understand guide presents a current overview of relevant sections of the Copyright Act. The guide is in question and answer format and discusses: the requirements for protection of copyrighted works from unrestricted copying; the doctrine of "fair use" and its limitations; issues pertaining to software and the Internet; procedures on how to obtain permission to reproduce copyrighted material; and information on how to register works for copyright protection. Appendix A contains an excerpt from the legislative history of the 1976 Copyright Act which establishes congressionally endorsed guidelines relating to classroom copyright for educational use. Appendix B contains a coursepack request form. (NKA)

ED 411 512 CS 215 955

of the stories, experiences of Bali are presented from the inside, from the other side of the hotels, tour buses, and restaurants of "tourist" Bali. The writers presented come from a range of backgrounds, reflecting the diversity of Balinese society--different castes, differences between urban and rural backgrounds, and varieties of ethnicity are all important to the multiplicity of voices found in the collection. In addition, the collection draws from backgrounds of journalism, theater, cartoons, poetry, and academia, and from writers who may have been born in other parts of Indonesia but who have lived for decades in Bali and reflect Bali's inseparability from the Indonesian nation. The stories consider Balinese life at a time when the sheer pace of change threatens to overwhelm Bali, when tourist development, television, and the international economy seem outside the control of most Balinese. The stories, ranging from black humor to surreal fantasy to down-to-earth realism, speak directly to the Balinese audience to help them make sense of that change--they are powerful social documents and rich artistic creations. Extensive notes are included, and historical and critical information on Balinese literature is attached. (NKA)

ED 411 530 CS 215 988

McCarthy, Tara
Teaching Literary Elements: Easy Strategies and Activities To Help Kids Explore and Enrich Their Experiences with Literature. Grades 4-8.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Class Activities; Classics (Literature); Classroom Techniques; Intermediate Grades; Junior High Schools; Learning Activities; *Literary Devices; *Literature Appreciation; Reading Instruction; Teaching Guides; Writing Assignments
IDENTIFIERS- Composition Literature Relationship; Dialogic Communication; *Response to Literature

Intended for teachers of grades 4-8, this book presents a flexible format for reading, designed to be used with students who have different backgrounds and experiences with reading literature. The book's first 3 sections, "Character," "Setting," and "Plot," proceed step-by-step through the recognition of these basic elements. Within the book's step-by-step procedure, particular activities can be found for students who have a general awareness of literary elements, but who need to fine-tune their understanding of these elements. The book's fourth section, "Expanding the Reading and Writing Experience," discusses points of view, dialogue, atmosphere and imagery, and theme. Among the book's other special features are excerpts from great literature for young readers, models of teacher-student dialogues, reproducibles, assessment tools and forms, a glossary of key literary terms, and an annotated bibliography. (CR)

ED 411 531 CS 215 989

Knight, Bill, Ed.; McLean, Deckle, Ed.
The Eye of the Reporter: Literature's Heritage in the Press. An Essays in Literature Book.
PUB DATE- 96

student assignments, student assessment/evaluation, student readings, instructor's bibliography, and procedure. Courses listed are: Principles of Speech, Introduction to Mass Communication, Radio Production, Broadcast Performance, Television Production, Broadcast Practicum, Electronic News Gathering, Advanced Radio Production, Broadcast News Writing, Advanced Electronic News Gathering, Broadcast Sales and Management, Senior Research Project, and Broadcast Internship. (NKA)

ED 411 550 CS 509 577

Persi, Nina C.; Denman, William N.
Civic Responsibility as a Justification for the Teaching of Public Speaking: An Analysis of Basic Course Textbooks.
PUB DATE- 97
NOTE- 37p.; Paper presented at the Annual Meeting of the Eastern Communication Association (Baltimore, MD, April 10-13, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Citizen Participation; Democracy; Educational History; Higher Education; Persuasive Discourse; *Public Speaking; *Speech Skills; *Student Development; *Textbook Content; Textbook Evaluation; Textbook Research
IDENTIFIERS- Historical Background

A study examined public speaking textbooks from the early 1900s to the present time with regard to two major questions: (1) "Have the authors emphasized the link between public speaking skills and the ability of each student to become effective members of society?"; and (2) "To what extent have public speaking texts used the need for "citizen-orators" as a justification for the teaching and learning of public speaking skills?" Textbooks were divided into three time periods: the 1920s through World War II; 1946 to 1969; and 1969 to the present. Results indicated that the link between public speaking skills and civic life has always been acknowledged. Numerous textbooks have emphasized this relationship as a primary justification for teaching and learning public speaking skills. Prior to World War II, the role of public speaking in civic life was acknowledged. After World War II and during the Vietnam War, greater emphasis was placed upon the need for public speaking in our democracy. Texts written in the decade or so after World War II placed great stress on value of democracy, and the need to preserve democracy was a fundamental reason for the learning of effective public speaking skills. During the Vietnam War, students were encouraged to stand up for their beliefs and opinions and were advised to be actively involved in decisions that affected their future. Public speaking texts of this time stress the relationship between public speaking skills and the need for citizen activism. In the 1980's, the period of the "me generation," saw an emphasis upon communication skills that were more closely attuned to attaining personal and career goals rather than being needed for the sake of society as a whole. Today's college students may have varied reasons for taking a public speaking course and textbooks address many of these reasons. There appears, however, to be a renewed stress on the need for public speaking skills as a vital part of a democratic society. Public speaking textbooks of the 1990's are again placing emphasis upon this justification for teaching, as well as learning, public speaking. (Contains 43 references. The "Oath of a Public effectiveness affect teachers' job dimensions, which in turn mediate low teacher morale. Teachers are uplifted by principals who effectively define the school mission, manage the instructional program, and promote a positive school-learning climate. In addition, a collaborative leadership style has the greatest impact on teacher morale. (Contains 126 references.) (LMI)

ED 411 570 EA 028 555

School Choice. Indicator of the Month.
PUB DATE- 97
NOTE- 4p.; Extracted from "The Condition of Education, 1996."
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Blacks; Educational Attainment; Elementary Secondary Education; *Enrollment; Ethnic Distribution; *Family Income; Hispanic Americans; *Parent Influence; Private Schools; Public Schools; *Racial Distribution; Rural Schools; *School Choice; Socioeconomic Background; Urban Schools; Whites

Since the late 1980s, school choice has become a popular education reform strategy. Parents who select which school their child attends do so for a variety of reasons, including academic, religious, or moral environment, and convenience. Differences in the proportion of students who attend an assigned school and those who attend a school selected by their parents may reflect greater parental involvement and may increase competition among schools to attract and retain students. This brief analyzes data from the 1993 National Household Education Survey (NHES), National Center for Education Statistics, United States Department of Education. Statistics show that in 1993, 20 percent of students in grades 3-12 attended a school chosen by their parents. Eleven percent attended a public school, and 9 percent attended a private school. Black students were more likely than white students to attend a school chosen by their parents (23 compared to 19 percent). Students from families with incomes over $50,000 were more likely than students from families with incomes less than $15,000 to attend a chosen school. Finally, parents whose children were enrolled in a private school, or a chosen school, were more likely to be satisfied with certain aspects of the school than were parents whose children attended other types of schools, or an assigned public school. One table and one figure are included. (LMI)

ED 411 571 EA 028 600

Clark, Terry A.; Lacey, Richard A.
Learning by Doing: Panasonic Partnerships and Systemic School Reform.
PUB DATE- 97
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Corporate Support; Elementary Secondary Education; *Partnerships in Education; Philanthropic Foundations; Private Financial Support; Professional Development; *School Business Relationship; *School Restructuring
IDENTIFIERS- *Panasonic Foundation

A diverse and growing body of research points to the need for an overhaul of America's public education systems. The Panasonic Foundation created its Partnership Program for systemic

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Compliance (Legal); *Constitutional Law; Controversial Issues (Course Content); *Court Litigation; Dress Codes; Elementary Secondary Education; Extracurricular Activities; *Public Schools; Religious Discrimination; Religious Holidays; School Policy; School Prayer; *State Church Separation; Student Rights
IDENTIFIERS- *Supreme Court

Judges have interpreted the First Amendment as forbidding the establishment of religion by the state and guaranteeing free exercise of individual religious liberty. The two clauses require public school officials to adopt a position of neutrality with regard to religion in the school setting. Educators must walk a fine line, accommodating religious beliefs while avoiding any appearance of sponsoring religious indoctrination. To help school officials meet the judicial directive for official neutrality and thus avoid legal problems, this publication provides an overview of recent court decisions involving religion in public schools. It first discusses court decisions related to avoiding violations of the Establishment Clause, including school policies requiring prayer and Bible reading, state law authorizing school prayer, student-initiated voluntary prayers at graduation ceremonies, teachers' activities advancing or coercing religious practice, private religious programs on school grounds, allowing employees and other persons to proselytize in school, religious displays and symbols, curricula "promoting" witchcraft, recognition of religious holidays, and religious choral music. The next section discusses decisions related to the accommodation of free exercise, such as the distribution of religious materials, curricular content, student dress and appearance, and religious clubs and groups. The summary highlights court rulings pertaining to religious neutrality. (Contains 71 endnotes). (LMI)

ED 411 590 EA 028 626

Todd, Knox H.; Kellermann, Arthur L.; Wald, Marlena; Lipscomb, Leslie; Fajman, Nancy
An Evaluation of Lottery Expenditures for Public School Safety in Georgia.
SPONS. AGENCY- Georgia Council for School Performance, Atlanta.
PUB DATE- 96
NOTE- 50p.; Prepared at the Emory Center for Injury Control.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; *Expenditures; Program Effectiveness; *Public Schools; *School Safety; School Security; School Support; *State Aid; Violence
IDENTIFIERS- *Georgia; *State Lotteries

In 1994, approximately $20 million of Georgia Lottery for Education funds were spent to make schools safer. This report presents the results of an evaluation of Georgia Lottery for Education expenditures for technologies related to school safety. The study evaluated the safety technology at 15 Georgia public schools. Data were gathered through interviews with school administrators, security personnel, teachers, and students about drugs, alcohol, firearms, and violence in the schools and on-site inspections. Overall, students and staff perceived that their own school was safe, but felt that other schools might be unsafe. Drawbacks to the technological level of customer satisfaction with the handbook, and to explore the broader context in which local evaluations of alcohol-and-other-drug use and violence-prevention programs occur. Data were obtained through telephone interviews with DFSCA officials from a nationally representative sample of 550 school districts. The survey elicited 506 responses, a 95 percent response rate. The weighted data represent the nearly 14,000 local educational agencies (LEAs) throughout the United States. In sum, most local program coordinators who were responsible for evaluation of DFSCA programs acknowledged the importance of evaluation to effective operations. However, when faced with limited time and funds, many coordinators reported that they would rather allocate their resources to student services than to formal program evaluation. In general, program coordinators perceived guidance and direction from state education agencies, other technical-assistance providers, and written materials to be helpful. However, state and federal expectations for local evaluation need to be more clearly and consistently defined. It is recommended that ED work to establish uniform data-collection requirements for local education agencies that are clearly articulated, easy to understand, and implemented through a targeted technical-assistance initiative. Eight tables are included. The appendix contains tabulated survey responses. (LMI)

ED 411 609   EA 028 659

Transforming the Education System: The 1997 Education Agenda.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Standards; Accountability; Brain; *Educational Change; *Educational Improvement; Educational Innovation; Educational Technology; Educational Trends; Elementary Secondary Education; Governance; Performance
IDENTIFIERS- *Education Commission of the States

Improvement efforts in American education must be supported and sustained. The 1997 "Education Agenda" identifies the Education Commission of the States' priorities for 1997-98 and describes the broader context within which education systems exist. It provides an overview of the following transformational forces in education: the impacts of brain research, technology, the implementation of academic standards and assessments, new approaches to school governance, demands for performance, alternatives to public schools, and the changing nature of "the learner." A list of ECS priorities is included. The enclosed 1996-97 "Highlights" summarizes ESC's accomplishments and briefly reviews its financial status. The "Highlights" points out that ECS significantly strengthened service in two areas--the provision of technical assistance and accountability to constituents. (LMI)

ED 411 610   EA 028 661

Wasley, Patricia A.; Hampel, Robert L.; Clark, Richard W.
Kids and School Reform.
PUB DATE- 97
NOTE- 254p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)

the benefit from TAG funds are maximized for TAG students; (14) teacher preparation for TAG students; (15) retaining the option of a self-contained accelerated program; and (16) parents' and students' responsibilities. Each section has a goal and then lists supported steps towards the goals. Positions opposite to DTAC-approved goals are also listed. (CR)

ED 411 627 EC 305 817

Hayden, Mary, Ed.; Ransom, Barbara, Ed.; Obermayer, Liz, Ed.
Persons with Developmental Disabilities and the Justice System.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.; Administration on Developmental Disabilities (DHHS), Washington, D.C.
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Advocacy; *Civil Rights Legislation; *Criminal Law; *Developmental Disabilities; *Equal Protection; Law Enforcement; *Mental Retardation; Resource Materials; *Victims of Crime
IDENTIFIERS- *Americans with Disabilities Act 1990

This feature issue of "Impact" focuses on persons with developmental disabilities and the justice system. Articles include: "The Invisible Victims" (Daniel D. Sorensen), which discusses the high rate of people with developmental and other severe disabilities who become victims of crime; "The ADA in the Justice System" (Frank Laski and Kirsten Keefe), which discusses the application of the Americans with Disabilities Act to the justice system to prevent discrimination against people with disabilities; "ABA Mental Health Standards: The Impact on Persons with Developmental Disabilities" (B.J. George), which summarizes the American Bar Association's mental health standards; "Equal Protection of the Law for Crime Victims with Developmental Disabilities" (Dick Sobsey); "The Arc: Tackling Criminal Justice Issues at National, State and Local Levels" (Leigh Ann Reynolds and Rick Berkobien); "Breaking the Cycle: 'Justice Now!'" (Jeri Houchins), which describes a program that works to prevent discriminatory treatment of people with developmental disabilities in the criminal justice system; "Educating for Change: 'Equal Justice'" (Lisa Sonneborn), which highlights a program designed to support people with mental retardation who encounter the criminal justice system as victims of crime or as people accused of crimes; "Defending and Advocating on Behalf of Individuals with 'Mild' Mental Retardation in the Criminal Justice System" (William M. Edwards and Leigh Ann Reynolds); "The Expert Witness: Issues of Competence, Criminal Justice, and Mental Retardation" (Denis W. Keyes); "The Bewildering Life of Richard Lapointe" (Robert Perske), which details the story of a man with disabilities accused of murdering a grandmother; "Challenging Stereotypes and Ignorance: The San Francisco Police Department" (Forrest Fulton); "Being There: The Role of Advocates" (Dolores Norley); "Communicating with People Who Have Cognitive Disabilities" (Mary F. Hayden), which discusses factors that need to be considered in communicating with people with cognitive disabilities within the context of the justice system; "Pueblo DD/MH Consortium Diversionary Program" (Larry Velasco); and "The Education of Juveniles in the Criminal Justice System: A Mandate?" (Barbara E. Ransom and John Chimarusti). A list of relevant additional resources is

ED 411 645 EC 305 837

Ideas for Organizing, Storing, and Using Equipment/Materials.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 95
NOTE- 6p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Assistive Devices (for Disabled); Computer Interfaces; Computer Software; *Computers; *Disabilities; Elementary Secondary Education; Equipment Evaluation; *Equipment Maintenance; *Equipment Storage; *Equipment Utilization; Family Programs

This document lists 55 ideas for organizing and lending computer equipment, switches, adapters, and software. The first section lists general organizational hints, including labeling of equipment, maintaining regular inventories, and establishing a crisis phone number and contact person to help people figure things out. The second section lists ideas for toys, switches, and adapters, including keeping a large supply of adapters, checking batteries before sending them home with families, and investing in switch interfaces. A section on computers and software recommends making several copies of the documentation that comes with each piece of software, and keeping in or on each disk sleeve the major commands used to make the program work. A fourth section contains check-out hints, including listing all items checked out as they are checked out and considering a self-checkout system for certain easy-to-access items. The next section includes recommendations for making the loans more available, including setting up regular drop-in hours at school and using stickers to color-code equipment to help people know what gets plugged into what. A final section on getting new inventory suggests checking with parents and staff about what equipment is most needed before spending a lot of money. (CR)

ED 411 646 EC 305 838

Brady, Susan; Moats, Louisa
Informed Instruction for Reading Success: Foundations for Teacher Preparation. A Position Paper of the International Dyslexia Association.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Early Reading; *Emergent Literacy; Higher Education; *Learning Disabilities; Mentors; *Preservice Teacher Education; *Reading Difficulties; *Teacher Competencies; *Teacher Education Curriculum; Teaching Experience

This position paper discusses the magnitude of literacy problems in the United States, reviews the need for changes in teacher preparation, and provides recommendations for action. The first section of the paper addresses sources of difficulty for children who struggle with learning to read, including phoneme awareness, single word decoding, and related problems with verbal memory and language use. The paper also explores how special school than those in the outer London borough of Newham, indicating there are still wide variations in the percentages of pupils placed in separate special schools by different LEAs; (5) high segregation authorities included: Wandsworth, Lambeth, East Sussex, and Hackney; (6) low segregation authorities included Newham, Barnsley, Havering, and Cornwall; and (7) 58 percent of pupils with disabilities are now in ordinary schools across England. Statistical charts of the different LEAs' inclusion of children with disabilities in ordinary schools and in special schools are provided. (CR)

ED 411 663 EC 305 856

Kennedy, Jae; LaPlante, Mitchell P.
A Profile of Adults Needing Assistance with Activities of Daily Living, 1991-1992. Disability Statistics Report 11.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 97
NOTE- 48p.; For report number 10, see ED 409 699.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Adults; Age Differences; *Daily Living Skills; *Disabilities; *Eligibility; Evaluation Criteria; Helping Relationship; *Independent Living; Low Income; *Participant Characteristics; Social Services; *Trend Analysis
IDENTIFIERS- *Personal Assistance (of Disabled)

This report uses data from the 1990 and 1991 samples of the Survey of Income and Program Participation to construct a profile of the U.S. noninstitutionalized adult population needing assistance with activities of daily living (ADL) and to estimate the size of the population eligible for federal personal assistance services (PAS) under different ADL, income, and age criteria. It also describes current sources of ADL assistance by recipient type. Research results indicate that an estimated 7.3 million noninstitutionalized adults are limited in their capacity to perform one or more of five basic ADLs (bathing, transferring, dressing, eating, toileting), and some 3.7 million require the assistance of another person in performing ADLs. The report concludes that: (1) roughly 1.4 to 2.2 million adults would be eligible for a federal personal assistance benefit under basic ADL criteria; (2) means-testing has a very large effect on total program eligibility counts; (3) younger adults with disabilities constitute over one-third of the adult population needing ADL assistance; (4) a significant proportion of ADL limitations appear to be short-term; (5) most people with ADL assistance needs get help from family members; and (6) ADL assistance requirements are useful in delimiting categories of need. (Contains 75 references.) (CR)

ED 411 664 EC 305 857

National Study on Inclusion: Overview and Summary Report.
PUB DATE- 95
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Disabilities; Educational Innovation; Elementary Secondary Education; Financial Support; *Inclusive Schools; Mainstreaming; *National Surveys; Parent Participation;

*Cultural Awareness; Cultural Education; Educational Strategies; Elementary Secondary Education; Second Language Instruction; *Second Languages; *Spanish; *Textbook Content; Textbook Selection

An analysis of a random sample of first- and second-year Spanish textbooks reveals that language textbooks fall short of achieving the affective goals learners and teachers value most, the aspect of culture that focuses on philosophical perspectives involving meaning, value, attitudes, and ideas. Moreover, most textbooks treat culture as products or behavioral practices. Other findings from this analysis of how culture is conveyed in language textbooks suggest that culture continues to be relegated to the passenger's seat. A process approach to culture instruction that lets cultural information drive classroom learning is offered. Brief reviews of ten first-year Spanish texts and eight second-year texts are appended, as are tabulations of cultural topics treated in them and a series of cultural awareness and attitude activities. Contains 30 references. (Author/MSE)

ED 411 683 FL 024 735

Jenkins, Susan; Parra, Isabel
An Investigation of Interactional Authenticity in International Teaching Assistant Interview Testing.
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Meeting of the Teachers of English to Speakers of Other Languages (31st, Orlando, FL, March 11-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Chinese; Discourse Analysis; *English (Second Language); *Foreign Students; Graduate Students; Higher Education; Interaction; Intercultural Communication; *Interpersonal Communication; Interviews; *Language Proficiency; Spanish; Speech Skills; *Teaching Assistants; Test Wiseness; *Verbal Tests

A study investigated how non-native speakers of English used linguistic and non-linguistic skills to manage interaction in an interview-style verbal test of English proficiency. Subjects were eight international teaching assistants, four native speakers of Spanish and four native speakers of Chinese, who took a standardized oral interview examination. Analysis of the recorded interviews indicate that those subjects who used appropriate discourse management skills and negotiated a degree of control over the interview process were able to compensate for weaker linguistic proficiency. Successful test-takers were able to modify the power dynamic and reduce the interview asymmetry. Those who framed the interview as a discussion or conversation among peers were more successful than those who framed it as an examination. In addition, evaluators tended to spend less time and energy in the interaction when they were not engaged. Contains 46 references. (MSE)

ED 411 684 FL 024 736

Jenkins, Susan
Cultural and Pragmatic Miscues: A Case Study of International Teaching Assistant and Academic Faculty Miscommunication.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English

Short, Deborah J.; Boyson, Beverly A.
Secondary Newcomer Programs in the United States: 1996-97 Directory.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *English (Second Language); *Immigrants; Institutional Characteristics; *Limited English Speaking; Middle Schools; National Surveys; Program Descriptions; Program Design; Secondary Education; *Transitional Programs

This directory profiles 60 secondary school programs designed to accommodate the educational needs of immigrant students with low level English and/or native language skills, and often a background of limited formal schooling in their native countries. Most are intended as transitional programs, attended until the student can be placed in the regular school language support and academic program. The profiled programs are located in 18 states; 33 are at the high school level, 18 serve only middle schools, and 9 serve both middle and high schools. Most are less than 10 years old. The number of students served ranges from 14 to over 740. A majority serve the student for the full school day and offer a range of instructional activities. A chart notes the features of each program, and descriptions of each program follow. Information provided includes the school address, contact person(s), year the program began, type of community, definition of a newcomer, program description, grade levels served, source of student referrals, program location. program length, average and maximum length of stay, average class size, entry and exit criteria, whether students can enter at mid-year, funding sources, student demographics, instruction and assessment features, program staffing, and other services. (MSE)

ED 411 704 FL 024 806

Anderson-McCoy, Samuel M.
Culture Shocked: An Ethnography of the Hungarian English as a Foreign Language Classroom.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Classroom Environment; Comparative Education; Cultural Differences; Cultural Traits; *Culture Conflict; Educational Diagnosis; Educational Practices; *English (Second Language); Ethnography; Foreign Countries; Second Language Instruction; Secondary Education; *Sociocultural Patterns; Student Role; Teacher Attitudes; Teacher Behavior; *Teacher Responsibility; *Teacher Role; Teacher Student Relationship; Teaching Methods
IDENTIFIERS- *Hungary

This study examined the culture of the Hungarian English-as-a-Second-Language (ESL) classroom, using ethnographic methods, describing it in terms of teacher and student behavior and contrasting those behaviors with those of American students and teachers. The results are presented in an effort to help American teachers entering such instructional contexts to understand student behavior as a function of their cultural appendixes provide the results of session evaluations and personal implementation logs. (MDM)

ED 411 723 HE 030 442

King, Dan L.
The Challenges of Globalizing Higher Education in a Parochial Policy-Making Environment.
PUB DATE- 97
NOTE- 9p.; Paper presented at the International Congress on Challenges to Education (Kihei, HI, July 18, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Influences; Economic Development; Educational Attitudes; *Educational Policy; *Global Approach; Higher Education; *Legislators; Policy Formation; *State Universities; *Trustees

This study examined the extent to which issues related to internationalization were considered in institutional policy development at universities, along with the underlying reasons why such issues were considered. A written and telephone survey was conducted with trustees from seven state-supported universities in four states. Two state legislators from each state with an interest in higher education were also interviewed. The results indicated that little actual trustee business time was spent on policy-making related to internationalization. However, five of the seven trustees interviewed indicated that they spent a moderate to greater than moderate amount of time discussing institutional globalization outside of board meetings. All eight state legislators indicated that economic development interests were a primary rationale for internationalization. However, six of the legislators indicated that while universities had been quite effective in connecting globalization endeavors to economic development initiatives, they had been significantly less effective in demonstrating the benefits of internationalization for intellectual or cultural benefit. Suggestions for universities on how to educate policymakers about the benefits of internationalization are included. (Contains 21 references.) (MDM)

ED 411 724 HE 030 443

Pitts, J. Michael; White, William G., Jr.
The Impact of Underprepared Students on Regular College Faculty.
PUB DATE- 96
NOTE- 29p.; Paper presented at the National Conference on Research in Developmental Education (2nd, Charlotte, NC, October 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Standards; College Administration; College Admission; *College Faculty; College Instruction; *College Preparation; Coping; *Educational Attitudes; High Risk Students; Higher Education; *Open Enrollment; Remedial Instruction; Teacher Attitudes; Universities
IDENTIFIERS- *Faculty Attitudes

This study examined faculty experience with student academic unpreparedness at two open-admission universities in the southern United States. Fourteen faculty from core subject

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Age; *College Students; *Enrollment; *Enrollment Trends; Ethnic Groups; Females; Full Time Equivalency; Graduate Students; Higher Education; Males; Tables (Data); Trend Analysis
IDENTIFIERS- University of Wisconsin System

This report provides detailed student statistical data on the University of Wisconsin System, which includes 13 degree granting institutions and 13 two-year centers. This statistical report provides Fall enrollment data by Wisconsin public higher education institution. Tables include headcount with 10-year profile data for new freshmen, undergraduates, graduate and advanced professional enrollment figures. Full time equivalency (FTE) data include total enrollment with 10-year profile, undergraduate FTE, and graduate and advanced professional enrollment. Resident/non-resident data are provided for total headcount, non-resident new freshmen with a 5-year history, and non-resident undergraduate headcount enrollment with a 5-year history. Tables for class and entrance status include undergraduate headcount enrollment according to class; freshmen and sophomores according to entrance class; juniors, seniors, and special students according to entrance status. Data are also provided regarding gender, race/ethnicity, geographic origin, transfers by source, credits, degrees conferred, and age. (JLS)

ED 411 744 HE 030 519

Statistical Summary of Missouri Higher Education, 1996-1997.
PUB DATE- 97
NOTE- 290p.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Access to Education; Class Rank; College Entrance Examinations; *College Faculty; College Freshmen; *College Libraries; College Preparation; *College Students; Degrees (Academic); Educational Finance; Employment Patterns; *Enrollment Rate; Higher Education; Institutional Characteristics; Private Sector; Public Sector; School Personnel; *Student Characteristics; Student Costs; Student Financial Aid; Tables (Data); Transfer Students
IDENTIFIERS- American College Testing Program; *Missouri

Extensive data tables on higher education in Missouri present information on: the academic preparation of college freshmen (fall 1996), including distribution of American College Testing (ACT) scores and high school rankings; tuition, fees, and financial aid (state and federal, by aid type, including merit-based scholarships) and trends; enrollment (head count and full-time equivalent freshman, total undergraduate, graduate, and by age, gender, ethnicity, and biographic origin) and trends; faculty and staff (full-time, 9-month, tenure-track, and tenured); revenues and expenditures by source and function; library collections and expenditures; degrees conferred (by level, discipline, gender, and ethnicity); and institutional origins of undergraduate transfer students, both degree-seeking and non-degree. Within each of these categories, data are offered separately for public and private sectors. Appended materials include a list of Missouri higher education institutions, a state map showing institutions' locations, and a list of degree categories for use with degree tables. (DM)

ED 411 745 HE 030 520

Student Financial Aid. Federal Aid Awarded to Students Taking

Minority Groups; Poverty; *Racial Attitudes; *Role of
Education; Student Subcultures; *Teacher Education

The four papers in this document are centered around several themes in education reform: (1) the need to reimagine and recreate strategies; (2) the need to approach familiar obstacles innovatively; (3) the need to utilize all available resources; and (4) and the need to engage in this work cooperatively and with courage and vision. In the first paper, "National and Local Strategies for Building Teacher Expertise: A Necessary Relationship"(Sharon Robinson), education is seen as the way to acquire knowledge for with knowledge comes power. The second paper, "Race Matters" (Cornel West) offers hope and justice, loyalty, commitment, and trust to the most vulnerable members of the community, who often are blamed for the downward mobility that leads to rage. The third paper, "Organizing Communities for Student Achievement" (Ernesto J. Cortes, Jr.), suggests that the future lies in individual capacity and collaboration, and in the power that teaching ordinary people about public life and public skills brings. The fourth paper, "A Call to Action: Thinking-and-Acting K-16" (Kati P. Haycock), also looks at the educational needs of poor and minority children and urges development of new systems from elementary through higher education. A brief section describing the American Association for Higher Education and its Education Trust is appended. (CH)

ED 411 761 HE 030 536

Darling-Hammond, Linda; Sato, Nancy; Paine, Lynn; Snowball, Diane
Professional Development: International and National Perspectives. Four Presentations from AAHE's National Conference on School/College Collaboration, 1993-1994.
PUB DATE- 95
NOTE- 58p.; Papers presented at the National Conference on School/College Collaboration (5th, Washington, D.C., November 17-20, 1994).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Collegiality; *Comparative Education; Cooperative Programs; *Cultural Exchange; Educational Cooperation; Educational Improvement; Elementary Secondary Education; Ethnography; Foreign Countries; Foreign Culture; Higher Education; Inservice Teacher Education; Institutional Cooperation; *International Educational Exchange; Partnerships in Education; Preservice Teacher Education; *Professional Development; *Teacher Collaboration; Teacher Effectiveness; Teamwork
IDENTIFIERS- Australia; China; Japan

The four papers presented here address teacher development from an international viewpoint. In "Professional Development and Standards" (Linda Darling-Hammond) it is suggested that U.S. educators engage in new kinds of collaborations with universities, and it proposes a shift from information transmittal to "co-construction" of knowledge state From telling to facilitating. Next, "Reflections Derived From an Ethnographic Study of Japanese Elementary Schools" (Nancy Sato) warns that collaboration can be a double-edged sword, and notes that the separation of teacher and student roles and relationships is blurred in Japan, as is the separation between a teacher's personal and professional life. A similar context exists in China as we see from "Visions of Collegiality: Images from Teachers in China" (Lynn Paine). There teachers are part

ED 411 778 IR 018 573

Plotnick, Eric
Survey of Instructional Development Models. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For "Survey of Instructional Development Models," Third Edition, by Kent L. Gustafson and Robert M. Branch, see IR 018 577.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Classification; Classroom Techniques; Futures (of Society); Instructional Design; *Instructional Development; Instructional Material Evaluation; Technological Advancement; User Needs (Information)
IDENTIFIERS- ERIC Digests

This digest, based on "Survey of Instructional Development Models," 3rd edition, defines instructional development (ID) in terms of four major activities: analysis of the setting and learner needs; design of a set of specifications for an effective, efficient, and relevant learner environment; development of all learner and management materials; and evaluation of the results of the development both formatively and summatively. A taxonomy of ID models can help clarify the underlying assumptions of each model, and help identify the conditions under which each might be most appropriately applied. The taxonomy has three categories indicating whether the model is best applied for developing: individual classroom instruction; products for implementation by users other than the developers; or large and complex instructional systems directed at an organization's problems or goals. Numerous ID models are mentioned for each of the three categories in the taxonomy. Gustafson and Branch suggest that developers need to acquire a working knowledge of several instructional development models, and ensure that all three categories in their taxonomy are represented in that knowledge. They believe that all the instructional development models they discussed will survive well into the next century, and will be able to accommodate new developments in theory and technology. (Contains 14 references.) (SWC)

ED 411 779 IR 018 575

Morino, Mario
The Impact of Technology on Youth in the 21st Century.
PUB DATE- 97
NOTE- 23p.; Address to the Children's Defense Fund (Washington, D.C., March 14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; *Childhood Needs; Computer Mediated Communication; *Educational Technology; Elementary Secondary Education; Equal Education; *Futures (of Society); Internet; Interpersonal Communication; Literacy
IDENTIFIERS- *Access to Technology

This paper examines the potentially transforming power of interactive communications on young people. Discussion includes

Smith, Elizabeth H.; Barbour, Gordon; Cotter, Michael; Goering, Lawrence
Preserving the Collections of Joyner Library: The Preservation Planning Program. Final Report.
PUB DATE- 97
NOTE- 192p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Libraries; Case Studies; Databases; Higher Education; Information Storage; *Library Collection Development; Library Collections; Library Instruction; Library Materials; Library Policy; *Library Technical Processes; *Preservation; Users (Information)
IDENTIFIERS- *East Carolina University NC

This report is structured to educate East Carolina University about library materials preservation. The library-wide preservation program began at Joyner Library in 1993 with the organization of the Preservation and Conservation Department. The planning phase of the preservation program began in 1995 with the appointment of the Preservation/Conservation Needs Committee. This report is based on the background paper prepared by the Preservation/Conservation Needs Committee during the first planning phase and the task force reports, summaries of which are included in the final report. The study of the physical condition of a small sample of the general collection (100 books selected from 580,623 items in the HORIZON database) determined that education is needed for 35% of all books in the general collection. The need for staff and user education about preservation is based on the amount of current use of the collection; a preservation education program for users and staff can reduce damage to the collection resulting from frequent, sometimes careless, handling. According to the study, rebinding or repair is required for 15% of all books in the general collection. An insignificant percentage of the collection that appears to be missing indicates acceptable security measures within the library. The preservation goals and recommendations can be summarized with five key words: coordination, priorities, prevention, education, and cooperation. (AEF)

ED 411 799 IR 056 623

Rogers, Jackie L.
Advanced Telecommunications and Computer Technologies in Georgia Public Elementary School Library Media Centers.
PUB DATE- 97
NOTE- 86p.; Specialist Practicum, University of South Carolina.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Educational Finance; *Educational Technology; Elementary Education; *Learning Resources Centers; Library Automation; Library Surveys; *Public Schools; *School Libraries; *Telecommunications
IDENTIFIERS- *Georgia

The purpose of this study was to determine what recent progress had been made in Georgia public elementary school library media centers regarding access to advanced telecommunications and computer technologies as a result of special funding. A questionnaire addressed the following areas: automation and

(150)
DESCRIPTORS- *Electronic Publishing; *Faculty Development; Foreign Countries; Information Dissemination; *Internet; Library Extension; Library Personnel; Library Skills; Online Catalogs; *Online Searching; *Online Systems; Reference Services; Resources; Search Strategies; World Wide Web
IDENTIFIERS- Home Pages; Ireland; *Iterative Methods

A team of library and computing staff was used to develop an Internet training program at the University of Limerick (Ireland). Its objectives were to present the Internet as both an information source and publishing medium, and to train faculty and staff in the effective use of these applications. The team adopted an iterative approach to the program by incorporating review and revisions at the end of each training cycle. This paper includes information on the following program components: research methods; training methods; training programs; facilities and documentation; program assessment and redesign; training issues; course participants; the trainers; team training; and implications for information professionals. The program has resulted in clients' increased awareness of the Internet, the World Wide Web, and ULiX (University of Limerick Information Exchange) service. Faculty are becoming aware of the resource available and the skills needed to identify and access them, and have begun to request similar courses for students and visiting groups. The university now has a functioning cohort of information providers who are using the Internet to publish information to the campus and to the world. (Author/SWC)

ED 411 817   IR 056 644

Fourie, Ina; Snyman, Dorette
Distance Teaching in Online Searching.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Computer Assisted Instruction; Computer Software Development; *Distance Education; Foreign Countries; Higher Education; Independent Study; Information Science; Instructional Design; *Instructional Materials; *Multimedia Materials; Nontraditional Education; *Online Searching; Search Strategies; Teaching Methods; Training
IDENTIFIERS- *University of South Africa

Distance teaching of online searching poses a number of problems especially with regard to its practical aspects. The principles of sound instructional design and technological developments can, however, be used to develop a multimedia study package that can solve these problems and be used to teach end-users, information specialists as well as Information Science students. At the University of South Africa (Unisa), the Department of Information Science uses a multimedia study package to teach online searching and to make students aware of teaching principles. The Library Service offers online training courses for their end-users. Combining the experience and expertise of the Department and of the Library, the objective is to develop a multimedia study package that allows for independent study where the student need attend only the

School on a local area network that contains more than 150 personal computers with a CD-ROM based system, a high-speed line interface to the Internet, and advanced information science tools. This paper presents the KATSIR system with its various components and capabilities on the Internet as a powerful search and harvesting engine, and its promising contributions to the educational environment. (Contains 12 references.) (Author)

ED 411 835 IR 056 662

Weiner, Michael L.; Rusch, Peter F.
New Searching Technologies and Interfaces.
PUB DATE- 96
NOTE- 5p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Interfaces; *Information Retrieval; Information Seeking; Information Systems; *Information Technology; Librarians; Navigation (Information Systems); *Online Searching; *Psycholinguistics; Reference Services; Research Libraries; Search Strategies; User Needs (Information)
IDENTIFIERS- Natural Language; *Query Processing

The DR-LINK (Document Retrieval through Linguist Knowledge) search system was created to help automate the process that research librarians use to convert information needs, as stated by users, into the information retrieval process. DR-LINK resulted from participation in the United States Government initiative called Tipster that was sponsored by the Advance Research Project Agency. DR-LINK contains several independent retrieval technologies that are blended to create a new information retrieval process; central to this new process are the concepts of psycholinguistics. The benefits of the DR-LINK search system permit natural language queries to be input by trained information specialists or novice users. For the novice, the query can be formulated as an expression of interest to the research librarian who would convert the information needs into the information retrieval process. For the experienced searcher, the process allows more time to be given to analysis of results. Searching goes beyond the traditional search term-based system, allowing for automatic term expansion and the removal of ambiguities of search terms. Consequences of events and temporal references may be part of the query. Results are presented in a ranked order presenting the most relevant items to be scanned first. (Contains 18 references.) (Author/AEF)

ED 411 836 IR 056 663

Nuyts, Annemie; Jonckheere, Charles
Automated Patent Searching in the EPO: From Online Searching to Document Delivery.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English

(Gbomita); "Selected Student Variables and Computer Achievement" (Erthal, Wiggs, Huter); "Student Attachment/Internship in Entrepreneurship Education" (Ubelacker, Kanyi); "Utilizing Action Research to Assess a Teaching Philosophy" (Everett); "Conducting Doctoral Research" (Bronner); "The Role of Data Analysis and Interpretation in the Research Process" (Echternacht); "Utilizing the Internet for Research" (Smith, Wiedmaier); and "The Web" (Matyska, Jr., Zeliff). (MN)

ED 411 401 CE 074 671

Sullivan, Lila E.
Education to Careers and Professions.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the Association for Supervision and Curriculum Development (Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Apprenticeships; Career Choice; Career Counseling; *Career Education; *Career Exploration; Career Guidance; *Career Planning; *Education Work Relationship; Futures (of Society); High Schools; Internship Programs; Job Skills; Mentors; *Work Experience Programs
IDENTIFIERS- *Career Paths

The Education for Careers/Professions (ECP) team at Centennial High School (Champaign, Illinois) is embarking on a plan for the future education of the workforce. Its vision statement and plan are designed to prepare all 1,500 students for life beyond high school into the world of work in the 21st century. The ECP plan addresses the need for students to attain high levels of technological skills and related academic competencies. It provides connections between the classroom and the real world and prepares students for at least 2 years of college training or apprenticeship beyond high school. The ECP plan consists of three components: school-based learning, work-based learning, and connecting activities. The plan is implemented through the following methods: freshman participation in career-oriented field trips, extensive career counseling, and development of an individual career pathway; sophomore job shadowing; junior mentoring opportunities; and senior mentoring and/or internships/apprenticeships. Students choose among six career pathways: health, human service, business/communications, fine arts, agriculture/natural resources, and engineering/manufacturing. Career pathways emphasize focus on a career goal yet allow flexibility so students can change pathways. After successful completion of an ECP pathway, students receive a certificate of achievement. An additional component of the ECP plan is a coordinator housed with the Champaign-Urbana Chamber of Commerce who sets up all student work experiences. (YLB)

ED 411 402 CE 074 672

Jakupec, Viktor; McTaggart, Robin
Commercialisation and Flexible Delivery: Access in Vocational Education and Training.
PUB DATE- 96
NOTE- 101p.
LANGUAGE- English

are the most important challenges in developing programs linking school- and work-based learning. Employer involvement in work-based learning may be encouraged through a multifaceted approach that considers employers' capabilities and short-term interests and offers employers several possible paths of involvement and degrees of commitment. After a work-based learning program has been designed, its school and worksite components will require continuous coordination and management. At the secondary level, those tasks are best handled by school-to-work coordinators. At the postsecondary level, work-based learning programs may be based on a mix of work-based learning models and pedagogical approaches and a combination of personalized documentation and standardized performance-based competency profiles. (Contains 17 references.) (MN)

ED 411 418 CE 074 705

Company Training and Education: Who Does It, Who Gets It and Does It Pay Off?
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Journal Articles (080)
DESCRIPTORS- Access to Education; Adult Education; *Corporate Education; *Cost Effectiveness; Educational Benefits; *Educational Opportunities; Educational Practices; *Educational Trends; *Industrial Training; *On the Job Training; Private Sector; Trend Analysis

According to the American Society for Training and Development, U.S. companies spend $55-$60 billion annually for company-provided education and training. Of U.S. companies, 70%-80% offer their employees some type of formal training, and 60% offer tuition reimbursement. Even adjusting for inflation, training expenditures by U.S. companies have increased by 18% during the past 12 years. More than 46 million U.S. workers reported receiving skill improvement training from their company in 1991 (36% more than in 1983). Larger companies are 1.4 times more likely to provide training than smaller companies. Workers with more education are more likely to receive training than are workers with less education. Of employees who have received company training, 75% have been taught at least once by company personnel. Use of external training providers (equipment vendors, private consultants, industry associations, and technical/community colleges) is increasing. In a 1995 survey, fewer than 1% of employees receiving training reported no benefits from their training, and nearly 40% considered job training necessary for their future advancement. More than 80% of courses and organizations still evaluate training based on feedback from trainees. Fewer than 50% of organizations evaluate training in terms of business results. (MN)

ED 411 419 CE 074 709

Armstrong, Paul
Delivering Modern Apprenticeships. FEDA Paper.
PUB DATE- 97
NOTE- 34p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Apprenticeships; Cooperative Planning;

relate skills and knowledge acquired in school to those used in the workplace. Student interns consistently rated the learning environment of the internship superior to that of the high schools from which they came. They consistently identified teamwork, hands-on experience, and learning manufacturing-related skills as major strengths. Comparison of responses across the three levels indicated the percentage who perceived they had excellent or good skills in writing and using mathematics increased. It remained high and stable in using science. (Appendixes include pre- and post-survey results for all three levels for both Seattle and Portland.) (YLB)

ED 411 435 CE 074 761

Personal Development. Ohio Vocational Competency Assessment.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 32p.; For a related document, see CE 074 762.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; *Consumer Education; Family Involvement; Family Life; *Family Life Education; Family Problems; Family Relationship; *Family Work Relationship; *Individual Development; Secondary Education; State Programs; Tests
IDENTIFIERS- Ohio

This assessment packet contains all materials to assess a student's competency in personal development. The purpose of the tests at the state level is to demonstrate achievement in knowledge associated with work and family life competencies. Used by the classroom teacher, the results can indicate a program's strengths and weaknesses and serve as a tool for curriculum improvement. At the student level, scores can indicate a student's relative level of proficiency in knowledge associated with work and family life competencies. The packet contains the following materials: instructions, one master copy each of form "A" and "B", one master copy of the work and family life assessment answer sheet, one answer key for each of the enclosed assessments, and one score summary sheet for summarizing student scores and returning to the Ohio Department of Education along with the Family and Consumer Sciences Annual Report. The two forms ("A" and "B") are completely different but equal test forms. The Personal Development and related Resource Management assessments have a common core (12 items), as well as items specific to either personal development or resource management (28 items), for a total of 40 items. (YLB)

ED 411 436 CE 074 762

Resource Management. Ohio Vocational Competency Assessment.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 33p.; For a related document, see CE 074 761.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Competence; *Consumer Education; *Family Financial Resources; Family Involvement; Family Life; *Family Life Education; Family Problems; Family Relationship; *Family Work Relationship; *Home Management; *Money Management; Secondary Education; State Programs; Tests
IDENTIFIERS- Ohio

DESCRIPTORS- Access to Education; Case Studies; Change Strategies; *Credits; Curriculum Development; Education Work Relationship; Educational Benefits; *Educational Change; Educational Policy; Educational Practices; Educational Quality; *Employment Qualifications; Flexible Progression; Foreign Countries; Instructional Materials; Material Development; Postsecondary Education; School Business Relationship; *Student Certification; *Systems Approach; Technical Institutes; *Vocational Education

IDENTIFIERS- General National Vocational Qualif (England); National Vocational Qualifications (England); *United Kingdom

It is widely agreed that the United Kingdom's post-16 qualification system must be made coherent and intelligible to users. Developing a credit-based certification system is the key to increasing participation in further education (FE) and achieving a broader, more flexible curriculum. The benefits of a credit-based certification framework for learners, providers, and employers are evident in case studies of eight FE colleges in Wales that participated in a 3-year pilot project to embed credit-based certification systems in FE. The case studies provide important lessons on the following aspects of development and implementation of credit-based certification: designing programs, assessing on a continuous basis; planning across colleges; offering sampler courses; reaching the disaffected; unitizing access programs; mapping common elements; and improving life chances. The benefits of credit-based certification in FE are also evident in six case studies that were conducted in England to examine the application of a credit-based certification framework to accomplish the following: develop learning materials and improve quality; use a discrete generic model to unitize the curriculum; facilitate progression from school to work; facilitate progression from FE to higher education; base resourcing on credit; and promote institutional change. (Contains 20 references) (MN)

ED 411 454   CE 074 789

Lo Bianco, Joseph; Freebody, Peter

Australian Literacies. Informing National Policy on Literacy Education.

SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.

PUB DATE- 97

NOTE- 194p.

LANGUAGE- English

EDRS Price- MF01/PC08 Plus Postage.

PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- Adult Basic Education; *Adult Literacy; Bilingual Education; Catholic Schools; Cultural Differences; Cultural Pluralism; Early Childhood Education; Economically Disadvantaged; *Educational Environment; Educational Needs; Educational Planning; *Educational Policy; English (Second Language); Foreign Countries; Indigenous Populations; Lifelong Learning; *Literacy Education; Literature Reviews; National Programs; Numeracy; *Policy Formation; Postsecondary Education; Private Schools; Public Schools; Secondary Education; *Sociocultural Patterns; Special Needs Students; State of the Art Reviews; Statewide Planning; Synthesis; Trend Analysis; Workplace Literacy

IDENTIFIERS- *Australia

This book, which is intended to inform Australia's education community about various aspects of the national literacy debate and the policy development process, reviews the literature on

*Educational Policy; Foreign Countries; Industry; *Role of Education; *School Business Relationship; *Vocational Education
IDENTIFIERS- *Africa

The 13 chapters in this book depict the challenges facing African nations in their efforts to develop their technical and vocational education (TVE) systems. Chapter 1, "TVE in Africa: A Synthesis of Case Studies" (B. Wanjala Kerre), presents a synthesis of the case studies in which the following major trends taking place within the existing socioeconomic context are discussed: TVE within existing educational structures; cooperation between TVE institutions and enterprises; major challenges facing the nations in their efforts to develop TVE; and the innovative measures undertaken in response to the problems and constraints experienced. The remaining 12 chapters are individual case studies giving a more detailed picture of natural efforts and challenges encountered in the development of TVE. Chapters 2-8 focus on the role of TVE in educational systems: "TVE in Cameroon" (Lucy Mbangwana); "TVE in Congo" (Gilbert Ndimina); "TVE in Ghana" (F. A. Baiden); "TVE in Kenya" (P. O. Okaka); "TVE in Madagascar" (Victor Monantsoa); "TVE in Nigeria" (Egbe T. Ehiametalor); and "TVE in Zimbabwe" (N. N. Munetsi). Chapters 9-13 address policy and legislation in TVE to enhance cooperation with the world of work: "Education, Training, and Employment in Burkina Faso" (Joseph Kabore); "Cooperation between Training Institutions and the Industrial Commercial and Agricultural Enterprises in Cote d'Ivoire" (Aska Kouadio); "Relationship between TVE and Enterprises in Senegal" (Oumar Sock); "Cooperation between TVE Institutions and Enterprises in Swaziland" (B. S. Mndebele, L. B. Lukhele); and "TVE in Uganda" (E. Lugujjo, B. Manyindo). (YLB)

ED 411 472 CE 074 843

Askov, Eunice N.; Catalfamo, Andree Rose
College of Lake County's National Workplace Literacy Program Grant. Evaluation Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 243p.; For related documents, see ED 402 464-468, ED 403 389-392, CE 074 844-846, CE 074 848, and CE 074 851.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; *Curriculum Development; English (Second Language); Formative Evaluation; Job Skills; *Literacy Education; Models; Program Development; Program Effectiveness; Program Evaluation; School Business Relationship; Student Evaluation; Summative Evaluation; *Workplace Literacy
IDENTIFIERS- College of Lake County IL

An independent evaluation of the College of Lake County's National Workplace Literacy Program included both formative and summative evaluations over the 3 years of the project. The evaluation design was planned primarily as a naturalistic inquiry that used the structured interview approach to data collection. An external evaluator interviewed all project stakeholders during scheduled visits over the 3-year period to identify project strengths and recommendations for improvement. In addition, the evaluator visited classes at various sites and provided feedback on the instruction. The project had several unique aspects: development of a list of learning objectives

Stereotypes
IDENTIFIERS- Cognitive Models; Jokes; *Laughter

The devaluation of racial, ethnic, or religious groups, sometimes disguised as humor, is a major contributor to violence and aggression against these groups. In an effort to understand this process, five factors of humor: negative ethnic stereotype jokes, play-on-word jokes, academic/social referent cartoons, gender/establishment jokes, and gross cartoons, are examined in this paper. Responses to a broad sampling of jokes and cartoons were obtained so as to identify these factors. The factors were related to humor theories and to the roles of emotional sensitivity and cognitive abilities as part of a program of research to determine who will find different humor materials amusing and to discover what contexts affect the humorousness of jokes and cartoons. It is hypothesized that responses to specific types of humor may provide a window to negative beliefs and feelings about ethnic groups. It was found that emotional empathy was negatively correlated only with the humorousness of negative ethnic stereotype jokes. Added laughter amplified this negative correlation. Cognitive dissonance theory instruction reduced humor ratings on negative stereotype jokes but not other humor factors. It is concluded that the presence of ethnic jokes indicates a need for increased emotional empathy and greater bicultural competence. (RJM)

ED 411 491 CG 028 017

Hook, Anita
Consultation and Positive Responses: Empowering School Psychologists with Healing Humor.
PUB DATE- 97
NOTE- 23p.; Paper presented at the combined Annual Meeting of the National Association of School Psychologists and the California Association of School Psycholoists Annual Convention (Anaheim, CA, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescents; Children; Counseling Effectiveness; *Counseling Techniques; Elementary Secondary Education; Empowerment; *Humor; Pupil Personnel Services; School Counselors; *School Psychologists
IDENTIFIERS- *Laughter

The school psychologist is asked to consult and advise in situations involving diverse needs, diverse cultural implications, and diverse choices. In the challenge of counseling, humor can ease tension by promoting rapport, relaxation, and shared insight between the counselor and the client. Humor, it is claimed, not only relieves physical and emotional stress, it also boosts the immune system. Some discussion on the nature of humor is presented here, such as the use of humor in ancient medicine, along with research and practical applications. Specific tips on how school psychologists can use humor are outlined, including ways in which it can be used with special education students. It is not suggested that psychologists must entertain their clients, but that they practice using humor in their personal perspectives. Humor is presented not only as healthful, but as an effective approach which empowers the counselor and alters client perceptions toward the desired consultation outcomes. (RJM)

ED 411 492 CG 028 047

Baker, Moira P.
"What is English?": Developing a Senior "Capstone" Course for the English Major.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College English; College Seniors; *Course Objectives; *English Departments; English Instruction; Higher Education; Instructional Innovation; *Majors (Students); *Seminars
IDENTIFIERS- *Capstone Courses; *Course Development; English Majors; Freire (Paulo)

Designing a senior seminar as a "capstone" course for English majors provided an educator the opportunity to devise a course that might provide the majors and anyone who teaches the course an experience of what Paulo Freire calls "liberatory education." According to the National Council for Accreditation of Teacher Education (NCATE) the course should "round out" English students' program of study and enable them to "integrate the skills and knowledge acquired throughout the 4 years of study" in the English program. On the most fundamental pedagogical level, the course should enable both the instructor and the students to act as subjects in the educational process, to become "critical co-investigators in dialogue" pursuing a problem-posing education to develop their power to perceive critically the way they exist in the world with which and in which they find themselves. The course would invite students into the debates engaged in as professionals. The two major objectives for the course are to invite students of language, writing, and literature to participate in the theoretical debates surrounding the study of English and, secondly, to afford each student the opportunity to pursue a semester-long research project culminating in a senior essay focusing on an interest the student has developed during prior course work. The course would represent a collaborative effort between the student's faculty advisor and many other faculty members. (The course proposal, a list of suggested readings, and a course syllabus are appended.) (CR)

ED 411 513 CS 215 956

Hindman, Jane E.
Inventing Academic Authority: Mapping the Boundaries of Scholarly Discourse.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Editing; Essays; *Faculty Publishing; Higher Education; Revision (Written Composition); Scholarly Journals; Writing Ability; *Writing Attitudes; *Writing Evaluation; *Writing for Publication

NOTE- 170p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Audience Awareness; *Authors; Experiential Learning; *Journalism; Literary Genres; *On the Job Training; *Writing for Publication
IDENTIFIERS- Genre Studies; *Journalists

Noting that the reporting-to-writing route is sometimes circuitous and rough, although reliable, this essay collection considers the road from writing journalism to writing other literary genres such as fiction and poetry. The collection points out that newspapers have provided a proving ground for many aspiring authors, from Walt Whitman and Mark Twain through Stephen Crane and Theodore Dreiser to Sinclair Lewis and Ernest Hemingway. The book profiles many of these authors. According to the collection, gathering and writing news requires experiencing life and observing life and people, meeting the needs of demanding editors, and serving readers with work published at once and for people's civic use. The collection pinpoints the mid-19th century through the Great Depression as a "golden age" of journalism as a literary apprenticeship--jobs were available in print media, which were expanding with growth in population, transportation, and technology. Following an introduction by the editors, essays in the collection and their authors are, as follows: "William Kennedy" (Susanne Dumbleton); "John O'Hara" (R. Thomas Berner); "Martha Gellhorn" (Norma Green); "Jack London, Stephen Crane, Ernest Hemingway" (Ronald Weber); "Josephine Herbst" (Nora Ruth Roberts); "John Steinbeck" (Thomas Fensch); "Katherine Anne Porter" (Darlene Harbour Unrue); "William Allen White" (Michael Longinow); "Carl Sandburg at the 'Day Book'" (Mary Heveron-Smith); "Carl Sandburg at the 'Daily News'" (Mary Heveron-Smith); "Carl Sandburg at the 'Evening Mail'" (Martin Litvin); "Joel Chandler Harris" (Walter M. Brasch); and "Damon Runyon" (Guy Szuberla). (NKA)

ED 411 532 CS 215 990

Goodwill, Sanoma; Tan, Wilson
Do You Hear What I Hear?: Chinese and American Writing Instructors Compare Journal Voices from International Writers.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Communication; College Freshmen; *Cultural Differences; *Foreign Students; *Freshman Composition; Higher Education; *Journal Writing; *Student Journals; Student Needs; Student Participation; Writing Teachers
IDENTIFIERS- *Learning Environment; *Voice (Rhetoric)

The use of student writing journals in the college classroom is the focus of a conversation between two writing instructors at Brigham Young University in Hawaii. Brigham Young-Hawaii has a student body that represents more than 50 different nations, with foreign students at about 40%. Both instructors teach classes with high percentages of foreign students. Because of

Speaker" is appended.) (CR)

ED 411 551 CS 509 579

Ducharme, Jodeen
Student Starters: Using a Student-Read Announcement or Article as a Classroom Management Strategy.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Class Activities; Classroom Communication; Classroom Techniques; Higher Education; Instructional Innovation; *Learning Strategies; *Public Speaking; Student Development; Student Motivation; Student Participation
IDENTIFIERS- Student Led Activities

This paper presents a classroom management technique designed to bring an ordered routine and smooth beginning to each public speaking class. A student-read announcement or article is used to start the class. The paper explains the goals and gives directions for use of this technique. An introductory lesson which covers the fundamentals of presenting an announcement, such as previewing the material, gaining audience attention, and speaking effectively, is presented. This class opener can be easily adapted to all academic disciplines to promote, among other things, recall, participation, classmate recognition, leadership initiative, and oral communication skills. (CR)

ED 411 552 CS 509 582

du Pre, Athena
Diversity in the Classroom: A Case Study in Gender Awareness.
PUB DATE- 97
NOTE- 28p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Class Activities; *Classroom Communication; Classroom Research; Communication Research; *Cultural Context; Discussion (Teaching Technique); *Diversity (Student); Higher Education; *Sex Differences; *Writing Assignments
IDENTIFIERS- *Gender Issues

A college classroom in a southern U.S. university served as the location for a case study on the effects of gender on communication. Of 31 students in the class, only 8 were men. The majority of class time was devoted to discussion; a typical class consisted of a presentation of terms and theories in a text, and an effort to find "real life" evidence for or against the ideas in print. Students frequently reviewed elements of popular culture on television or in movies or magazines. Each student wrote three personal experience papers under detailed guidelines of "reflect and respond," and also wrote in journals. Students swapped written material (with anonymous title pages) and commented on it. The students' written responses to the reflect and respond exercise suggested that educational reform in 1987. Since then, the foundation has collaborated with 16 school districts and 3 state departments of education. This book informs others interested in initiating, building, and maintaining systemic school reform. The book sets conceptual and strategic frameworks for collaborative reform, describes how Panasonic makes a partnership, highlights critical components such as technical assistance, and presents a series of vignettes and cases to illustrate how its approach has evolved over nearly a decade of school-reform experience. The introduction provides an overview of the Panasonic partnerships. Chapter 1 describes how partnerships are initiated and formalized through a key "unleashing" event, usually focused on professional development. Technical assistance for systemic reform is described in chapter 2 as the key component of the partnership strategy. The third chapter presents a case study of the first partnership, in Santa Fe, New Mexico. Other major components of the reform strategy, which illustrate how systemic capacity to pursue change is built and sustained, are presented in the fourth chapter. Chapter 5 includes a case study of a more recent partnership in Allentown, Pennsylvania. The final chapter summarizes the lessons learned about the selection and nurturing of partnerships, critical factors in educational reform, and the foundation's enabling function in the reform process; and discusses plans for future partnerships. Four appendixes contain a list of the Senior Panasonic Foundation consultants; the framework for the foundation; four templets for partnerships; and where the Panasonic foundation has worked. A glossary and an index are included. (LMI)

ED 411 572   EA 028 601

Sallis, Edward
Total Quality Management in Education. Second Edition.
PUB DATE- 96
NOTE- 152p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Accreditation (Institutions); Audits (Verification); Educational Change; *Educational Improvement; *Educational Quality; Elementary Secondary Education; Foreign Countries; *Organizational Development; Quality Circles; Quality Control; Self Evaluation (Groups); Strategic Planning; *Total Quality Management
IDENTIFIERS- *United Kingdom

Quality is at the top of most agendas, and improving quality is probably the most important task facing any institution. In addition, quality is difficult to define or measure. This book, the second edition of "Total Quality Management in Education," introduces the key concepts of Total Quality Management (TQM) and demonstrates how they can be put to effective use in the educational context. The first two chapters explore general ideas of quality. Chapter 3 explains the key ideas behind TQM in education and explores some of the myths about it. The fourth chapter presents the models of quality offered by W. Edwards Deming, Joseph Juran, and Philip B. Crosby. The ISO9000 series, a third-party certification, and other awards for quality are described in the fifth chapter. Chapter 6 describes the structures and processes of the quality organization. The role of the leader in developing a quality culture is outlined security interventions included unanticipated expenditures and a negative impact on public perceptions of school safety. The report recommends that policymakers examine the magnitude of school violence relative to other safety problems faced by students and staff; target spending to schools with identified safety problems; increase the emphasis on school climate and leadership as primary determinants of school safety; share information and resources among schools; and integrate evaluation into the design and dissemination of any new school-safety initiative. One table is included. Appendices include a map of the evaluated regions and sample application forms and guidelines. (LMI)

ED 411 591 EA 028 627

Todd, Knox H.; Kellermann, Arthur L.; Wald, Marlena; Lipscomb, Leslie; Fajman, Nancy
An Evaluation of Proposed School Safety Indicators for Georgia.
SPONS. AGENCY- Georgia Council for School Performance, Atlanta.
PUB DATE- 96
NOTE- 81p.; Prepared at the Emory Center for Injury Control.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Data Collection; Elementary Secondary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Problems; Public Schools; Reliability; *School Safety; *School Security; Validity; Violence
IDENTIFIERS- *Georgia

One of the tasks of the Council for School Performance is to implement measures of school safety to determine the impact of Georgia Lottery for Education expenditures. During the 1994-95 school year, the council pilot-tested several indicators of school safety. This document presents the results of an evaluation that examined the relevance, validity, and reliability of the piloted indicators. The study also explored the data-collection process, incentives and disincentives to accurate reporting, and the extent to which schools perceived the reporting process as an acceptable administrative burden of the pilot program. The evaluations were conducted at 15 Georgia public schools. Data-collection methods included a review of school statistics and interviews with school administrators, security personnel, teachers, and students. Respondents indicated that the reporting process was worthwhile; however, they lacked reliable baseline data and displayed a poor understanding of key indicator definitions. Respondents from the same school often reported widely different estimates of safety-related incidents, and there was evidence of biased reporting at some schools. Policymakers are advised to continue pilot studies; simplify indicators; incorporate indicator reports into ongoing data-collection efforts and include mechanisms to validate indicator reports; reinforce accurate reporting with positive incentives; increase the use of outcome measures with clearly defined benchmarks; report reliable and valid pilot- study results to the public; and use victimization surveys to gauge the impact of school-safety interventions. One table is included. Appendices contain a map of evaluation regions, a copy of the evaluation proposal, guidelines and reporting forms for school indicators, and proposed indicator revisions. (LMI)

ED 411 592 EA 028 628

Elliott, Bob; Brooker, Ross; Macpherson, Ian; McInman, Adrian;

DESCRIPTORS- *Educational Environment; Educational Objectives;
High Schools; *School Restructuring; *Student Attitudes;
Student Centered Curriculum; *Student Motivation
IDENTIFIERS- *Coalition of Essential Schools

Many studies of school restructuring during the 1980s profiled teachers and administrators; however, little research examined the students who attended schools undergoing change. This book spotlights students in five high schools that participated in the Coalition of Essential Schools (CES) reform network. The CES is a school-reform partnership between Brown University (Rhode Island) and over 1,000 schools around the United States. Coalition schools share a common goal: they hope to redesign their practices using the Nine Common Principles to increase students' capabilities. The principles advocate a trimmer curriculum, lower student-teacher ratios, less teacher talk, and new authentic assessments. Chapter 1 introduces the six students, sophomores who differed in personality, economic and personal circumstances, and academic achievement. Chapters 2 through 5 discuss four sets of connections that seemed critical to making genuine differences in students' performance. The findings indicate that students do best in school when the following sets of interactive connections occur: variety balanced by routine, high expectations nurtured by personal attention, curriculum that is both rigorous and innovative, and a school community small enough to engage everyone in lively discourse. Chapter 6 examines four kinds of commitments central to the development and maintenance of the connections--a commitment to ideas, to bias-free schools, to teacher growth, and to evidence of student gains. An index and chapter notes are included. Appendices contain the Nine Common Principles of the Coalition of Essential Schools, methodological notes, and information on the five high schools. (Contains 66 references). (LMI)

ED 411 611 EA 028 666

Anderson, Karen M.; Resnick, Michael A.
Careful Comparisons: Public and Private Schools in America.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; *Access to Education;
Elementary Secondary Education; Expenditures; Graduation
Requirements; Income; *Private Schools; *Public Schools;
*School Demography; Teacher Qualifications; Teacher Salaries

Are private schools superior to public schools? This report presents the numbers, analyzes the arguments, and concludes that the answer is "no." All things being equal, a good school is a good school, whether it is public or private. The report provides information about school demography, school characteristics, student achievement, teachers and principals, and public opinion. Findings indicate that 11 percent of all school-age children attend private schools, and that the population of private school students is less diverse than that of public schools. Private and public schools have highly similar graduation requirements, although teachers at private schools believe that they have more influence over curriculum offerings than do public school teachers. Private schools as a whole have smaller class sizes than do public schools. Public school teachers earn higher salaries and are more likely to have an advanced degree than private school teachers. The data on academic achievement is mixed; however, parents' level of provided. (Most articles contain references.) (CR)

ED 411 628 EC 305 818

Clark, Elaine, Ed.; Hostetter, Cheryl, Ed.
Traumatic Brain Injury: Training Manual for School Personnel.
SPONS. AGENCY- Department of Education, Washington, DC.; Utah State Office of Education, Salt Lake City.
PUB DATE- 95
NOTE- 344p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Cognitive Processes; Elementary Secondary Education; *Head Injuries; Higher Education; *Inservice Education; *Neurological Impairments; *Preservice Teacher Education; Student Evaluation; Teamwork; Training Methods
IDENTIFIERS- *Transition Time

Designed for inservice and preservice training, this manual provides information about the ways a traumatic brain injury (TBI) can affect a student's functioning and the ways an educator can intervene to improve the student's chances of academic and social success. The first part of the manual is a trainer's manual and the second part is a participant's packet. Each of the two parts is further divided into sections pertaining to the onset of TBI, the re-entry process, the team approach, and the transition process. The trainer's manual is comprised of a set of detailed lecture materials which include specific instructions for presenting the information to a group of participants. Resource and glossary sections are also included for further references. The participant's packet includes reproducible masters of supplemental materials that pertain to assessment and management. Master copies of overhead transparencies to accompany the lecture presentation are also provided in the participant's packet. The manual has been used extensively in statewide inservice training in Utah and in graduate and undergraduate training at the University of Utah. The materials can be covered in 1-day training workshops, but more easily in a day and a half or a 2-day session. (Contains 53 references.) (CR)

ED 411 629 EC 305 819

Ames, Carole
Home and School Cooperation in Social and Motivational Development.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 92
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; *Classroom Techniques; Educational Strategies; Elementary Education; *High Risk Students; *Intervention; *Learning Disabilities; Parent Attitudes; *Parent Participation; *Parent School Relationship; Personal Autonomy; Program Effectiveness; Self Esteem; Social Development; Student Motivation; Surveys; Teacher Attitudes

Elementary teachers and parents designed, implemented, and evaluated an intervention program directed toward positively intelligence and attention deficit disorders relate to reading disability, the characteristics of good readers, and why some children are better at acquiring reading skills than others. The next section provides a framework for the training requirements proposed in the final section. Recommendations include: (1) providing teachers with a solid understanding of the theoretical and scientific underpinnings of literacy development; (2) instructing teachers in the content of teaching, including the linguistic units of both speech and print; and (3) focusing more attention on helping prospective teachers acquire the complex skills of teaching, including experience with diverse learners. Training requirements are also proposed for other professions, including nursery school and kindergarten teachers, reading specialists and resource room/special education personnel, speech-language specialists, and school psychologists/diagnosticians. (Contains 78 references.) (CR)

ED 411 647 EC 305 839

Lovett, David; Haring, Kathryn
Oklahoma Dual Sensory Impairment Technical Assistance Project. Final Report.
SPONS. AGENCY- Oklahoma State Dept. of Education, Oklahoma City.
PUB DATE- 96
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Deaf Blind; Delivery Systems; Disability Identification; Elementary Secondary Education; *Inclusive Schools; Integrated Services; Paraprofessional School Personnel; *Parent Participation; *Professional Training; State Departments of Education; *Student Evaluation; Student Placement; Teachers; *Technical Assistance

This final report describes Oklahoma State Department of Education activities designed to improve technical assistance to special education programs and related services for children and youth with deaf-blindness. Specifically, activities of the project included: (1) training professionals, paraprofessionals, and related service providers preparing to serve or serving children and youth with deaf-blindness; (2) providing technical assistance to increase the number of programs delivering improved services to children and youth with deaf-blindness in the least restrictive environment; (3) facilitating parental involvement in the education of their children and youth with deaf-blindness; and (4) identifying, certifying, and placing children on the Deaf-Blind Registry and tracking children and youth with deaf-blindness. The goals of the project were to establish improved instructional, administrative, and appraisal techniques leading to increased opportunities for education within the least restrictive environment; to increase family involvement; to create an effective tracking and certification system; and to establish a closer correlation between the Deaf-Blind Registry and state child counts. The result of this project was the establishment of improved techniques leading to increased opportunities for education within the least restrictive environment, greater family involvement, an effective tracking and certification system, and a closer correlation between Deaf-Blind registry and state child counts. Appendices contain a list of project activities, data charts, and evaluation instruments. (CR)

Participant Characteristics; *Program Development; Program Effectiveness; Program Implementation; School Districts; *Teacher Attitudes; Teaching Methods; *Team Teaching; Trend Analysis

This bulletin details the findings of a 1995 study involving 891 school districts in all 50 states that examined key factors of inclusive education practices. Findings indicate: (1) there is no single or even general pattern of initiation of inclusive education programs in local school districts; (2) as states and school districts engage in broad educational restructuring, inclusion programs are implicated; (3) students with all disabilities, at all levels of severity, are effectively involved in inclusion programs; (4) many staffing models are used by school districts to support inclusive education with co-teaching most frequently used; (5) teacher attitudes about inclusive education range from being the initiators of inclusion programs to opposition; (6) instructional strategies and classroom practices that support inclusive education for the most part are the same ones that teachers believe are effective for students in general; (7) there is the same level of parental involvement when inclusive education programs are implemented; (8) there are academic, behavioral, and social benefits for students in inclusive environments; and (9) current state funding formulas support segregation and inhibit inclusion. Statements are provided from individual school districts to support each of the findings and recommendations for furthering inclusive education are presented. (CR)

ED 411 665 EC 305 858

Heath, William J.
What Are the Most Effective Characteristics of Teachers of the Gifted?
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Educational History; Elementary Secondary Education; *Gifted; Opinions; Personality Traits; *Special Education Teachers; Teacher Attitudes; *Teacher Characteristics; Teacher Education; *Teacher Effectiveness

This paper reviews the literature concerning the personal characteristics, professional characteristics, and teaching methods or styles of effective teachers of gifted students. The review is divided into three sections. First, a brief historical overview of gifted education since ancient times is offered. The next section looks at the opinions expressed by experts in the field of gifted education on essential characteristics of teachers of the gifted. The experts generally agreed that standards for teacher training should be established, that the teacher of the gifted should have state certification and/or an endorsement in gifted education, and that the teacher should have high intelligence, an understanding of giftedness, originality, and self-confidence. A table compares four editorial studies which examined experts' listings of desirable teacher characteristics. The bulk of the report reviews empirical studies of teacher characteristics. A table compares 10 such studies. Among desirable teacher characteristics identified by these studies are intelligence, enthusiasm, achievement, drive, self-confidence, promotion of student independence, and a preference for teaching gifted children. (Contains 51 references.) (DB)

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- College Faculty; Communication Problems; Cultural Awareness; *Cultural Traits; *Foreign Students; Graduate Students; Higher Education; *Intercultural Communication; Language Proficiency; *Language Role; Mathematics Education; Pragmatics; Teacher Attitudes; *Teacher Student Relationship; *Teaching Assistants
IDENTIFIERS- Chinese People

A study explored communication patterns between Chinese international teaching assistants (ITAs) and faculty in a university mathematics department. Nine experienced faculty, selected because they had expressed opinions about ITAs' needs, and seven ITAs participated. The ITAs had all met the mathematics department's language proficiency test requirements, and had been through an intensive English training program. Data were gathered through unstructured or semi-structured interviews with faculty and ITAs, student journals, classroom observation of ITA and faculty teaching, and written evaluations of ITA teaching by a mathematics faculty supervisor. Results indicate that while faculty held ITAs' mathematics proficiency in high regard, they attributed negative causes to their behavior outside the realm of mathematics. ITAs' polite deference and concern for maintaining face for unequal- status interactions was manifested as silence and avoidance in formal contacts with faculty, within and outside the classroom. Faculty interpreted this behavior as lack of motivation, isolationism, and unwillingness to cooperate in ITA instructional assignments or in improving English skills. The students attributed their own behavior to stressful situational pressures and to the mixed messages they received from faculty about the amount of time they should devote to English. Implications for ITA training are discussed. Contains 40 references. (Author/MSE)

ED 411 685 FL 024 737

Smith, Craig
Teaching Children To Read in the Second Language. Monographs on Bilingualism No. 1.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingualism; Cultural Context; Educational Strategies; English; *Family Environment; FLES; Foreign Countries; *Home Study; Instructional Materials; *Native Language Instruction; Parent Influence; Parent Role; Primary Education; *Reading Instruction; Teaching Methods; Time Factors (Learning); *Whole Language Approach
IDENTIFIERS- *Biliteracy; Japan

The guide offers practical ideas to bilingual parents wishing to teach and encourage English-language reading while their children are attending Japanese-medium primary schools in Japan. Parents are encouraged to analyze their home language environment, including both spoken and written English use. The author provides anecdotal accounts of his own family language practices and techniques used to alter them. Issues in selecting methods and materials for teaching English reading are discussed, and a number of sources for appropriate reading role. The population examined consisted of 17 teachers and 30 classes (approximately 15 students per class) at five secondary schools in one city. Data were gathered using participant observation by an American teacher (the author) and ethnographic interviews. Student interviews were brief and informal, with some conducted in groups; teacher interviews were longer and more formal. Formal interviews were also conducted with two Hungarian education experts, two British educational experts working in Hungary, two Hungarian university ESL teachers, and four Americans working in Hungary. Results show several cultural themes contributing to culture conflict: the expectations that teachers are responsible for all aspects of their students' education; teacher behavior conditioned more by the culture than by written rules; total student dependence on teachers; and unrealistic student expectations of teachers, accompanied by little respect. Details and implications are outlined. Contains 29 references. (MSE)

ED 411 705 FL 801 178

Read the Label. English as a Second Language Initiative. Teacher's Guide.
PUB DATE- 97
NOTE- 50p.; The wall poster in the rear pocket of the document is not included in ERIC's copy.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Chinese; Class Activities; Classroom Techniques; Creoles; *English (Second Language); French; *Health Education; *Literacy Education; *Reading Skills; Russian; Second Language Instruction; Skill Development; Spanish; Vietnamese
IDENTIFIERS- *Medications; Nonprescription Drugs; *Prescription Drugs

The teacher's guide was developed as part of an initiative by the Council on Family Health to encourage speakers of English as a second language (ESL) to read and understand the information on over-the-counter and prescription drugs. It contains classroom activities, handout materials, and suggestions for presenting lessons on label reading. It is intended for adult and youth students of ESL at all skill levels, and does not require special medical expertise on the teacher's part. The materials are designed to serve as the framework for a larger unit on health. Contents include teacher instructions for three units (beginner, intermediate, advanced), each including learning objectives classroom procedures, and activities (dialogues, questions and answers, a matching exercise, a list of key concepts and meanings, completion exercises, new vocabulary, reading passages and comprehension exercise). A teacher's glossary consisting of health- and drug-related terms is appended. A large instructional poster on the medicine label and related handouts in English, Spanish, Creole, French, Russian, Chinese, and Vietnamese are included separately. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 706 FL 801 179

Graham, Bill
The Tutor's Toolbox.
SPONS. AGENCY- British Columbia Ministry of Skills, Training and Labour, Victoria.; Human Resource Development Canada, Ottawa

areas, such as English, history, and mathematics, completed open-ended interviews on the effects of student unpreparedness. Faculty discussed the basic problems and dilemmas associated with academic unpreparedness, such as the lack of basic knowledge and skills among many incoming students, lack of student motivation, a passive approach to learning on the part of many students, and poor student coping behaviors. They also spoke to problems associated with administrative support, such as the lack of teaching resources and lack of effective leadership on the part of administrators. The faculty then discussed responses and coping strategies that they used to overcome problems associated with student unpreparedness, such as remedial instruction, flexibility, creative interaction with students, less breadth and more depth in courses, lowering of standards, role ambiguity, and job dissatisfaction. Faculty also discussed the dilemma of an open-admissions university upholding academic standards. (Contains 15 references.) (MDM)

ED 411 725 HE 030 444

Ayers, Brian S.
The Effects of Social Ideology on Academic Freedom.
PUB DATE- 96
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Freedom; College Administration; *Controversial Issues (Course Content); Corporate Support; *Higher Education; *Ideology; Political Correctness; Political Influences; *Socioeconomic Influences; *Tenure
IDENTIFIERS- Boston University MA

This paper discusses the effects of social ideology on academic freedom, beginning with the role of academic freedom, on teaching and research, as well as the professional responsibilities that go along with this freedom. The paper goes on to examine the conflicts faced by academic institutions in balancing academic freedom with the influence of outside factors, such as corporate or political support. It discusses the role of tenure in supporting academic freedom, as well as alternatives to tenure, along with concerns about tenure and academic freedom at Boston University under the leadership John Silber. The paper then discusses why many professors have chosen to eliminate lessons or entire courses due to concerns over political correctness and controversial topics. (MDM)

ED 411 726 HE 030 445

Cariaga-Lo, Liza D.; Crandall, Sonia J. S.; Conner, Dianna; Georgesen, John; Greek, Dorothy
Developing Attitudes of Social Responsibility in the Professions: The Impact of Medical Students' Gender and Personality Attributes.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Career Choice; Disadvantaged; Educational Attitudes; *Family Practice (Medicine); Higher Education; *Medical

Remedial Courses. Report to the Ranking Minority Member, Subcommittee on Postsecondary Education, Training, and Life-Long Learning, Committee on Education and the Workforce, House of Representatives.
PUB DATE- 97
NOTE- 43p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Basic Skills; Case Studies; College Freshmen; College Sophomores; Developmental Studies Programs; *Federal Aid; High Risk Students; Higher Education; Mathematics Achievement; Racial Composition; Reading Achievement; *Remedial Instruction; School Surveys; Statistical Analysis; *Student Financial Aid; Student Placement; Two Year Colleges

The U.S. General Accounting Office surveyed 758 higher education institutions (of which 430 responded) to determine how much federal student financial aid is going towards payment for remedial courses courses needed by new college students to attain adequate proficiency in basic skills prior to taking college level courses. In addition, nine schools (three public 2-year schools; 3 private and 3 public 4-year schools) were chosen as case studies to examine how and why schools provide remedial education and to profile students taking these courses. The results indicated that of all financial aid awarded to underclassmen, approximately 13 percent went to freshmen and sophomores enrolled in at least one remedial course; that only 6 percent of freshmen and sophomores both received financial aid and were enrolled in remedial courses; and that approximately 4 percent of the financial aid granted to freshmen and sophomores paid for remedial courses. Most of the case study schools had formal programs for students in need of remedial education. Mandatory placement tests triggered placement in remedial programs in most instances. Generally, freshmen and racial minority students constituted a higher share of remedial course enrollments compared with their campus wide enrollments. Appendices provide additional detail on: (1) the questionnaire scope and methodology; and (2) all nine case study schools. (DM)

ED 411 746 HE 030 521

Choy, Susan P.; Geis, Sonya; Carroll, C. Dennis
Early Labor Force Experiences and Debt Burden. Postsecondary Education Descriptive Analysis Reports. Statistical Analysis Report.
PUB DATE- 97
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Bachelors Degrees; *College Graduates; College Outcomes Assessment; *Dropouts; *Employment; Employment Statistics; Financial Problems; Higher Education; Income; *Loan Repayment; Longitudinal Studies; Occupational Surveys; Outcomes of Education; *Student Financial Aid; Student Loan Programs; Unemployment; Work Experience
IDENTIFIERS- *Baccalaureate and Beyond Longitudinal Study (NCES); *Beginning Postsecondary Students Long Study

This study used data from the Baccalaureate and Beyond (B&B) and Beginning Postsecondary Student (BPS) studies to examine: the early labor force experiences of college students who either graduated or dropped out; student borrowing for postsecondary education; and student loan debt burden and repayment status.

of an organization where working together is the fabric of their entire careers. The theme of "An Australian's Focus on Teaching and Learning Through Professional Development" (Diane Snowball), is the importance of continued teacher training for new teachers, noting that in Australia the purpose of assessment is to inform teaching. A brief section on the American Association for Higher Education and its Education Trust is appended. (CH)

ED 411 762 HE 030 537

Meeting Economic and Social Challenges: A Strategic Agenda for Higher Education. Higher Education and the Economy of the West. Policy Recommendations.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 92
NOTE- 74p.; For working papers, see HE 030 538-542.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Accountability; Curriculum Development; Education Work Relationship; Educational Change; Educational Finance; *Educational Innovation; Educational Technology; *Futures (of Society); Geographic Regions; *Government School Relationship; Higher Education; *Long Range Planning; Organizational Objectives; Private Sector; Public Sector; Regional Characteristics; *Regional Cooperation; Regional Programs; *Relevance (Education); School Community Relationship
IDENTIFIERS- United States (West)

This document, prepared by the Western Interstate Commission for Higher Education, presents six policy recommendations and implementation strategies to state and higher education leaders. This agenda for the 21st century is suggested to help higher education serve the needs of a multicultural society in a global and technologically oriented economy. Recommended are: (1) statewide strategic agendas that identify campus responsibilities and are supported by financial policies and performance accountability standards; (2) higher education collaboration with the public sector, state government, and the private sector to agree on priority research needs; (3) a higher education commitment to undergraduate curriculum reform that will prepare graduates for the new century; (4) college and university responsibility for leadership roles that demonstrate that racial and ethnic diversity are institutional, social, and economic assets; (5) use of technology for instruction, delivering education, research, and campus management; and (6) a faculty commitment to address the goals of the new higher education agenda, and institutional policies and work environments that encourage this commitment. Appended are two rosters listing the individuals involved in this project. (Contains approximately 70 references.) (CH)

ED 411 763 HE 030 538

A Region of Contrasts: An Educational and Economic Profile of the West, Part II. WICHE State Profiles. Working Paper 1B. Higher Education and the Economy of the West.
SPONS. AGENCY- Ford Foundation, New York, N.Y.
PUB DATE- 93
NOTE- 184p.; For other working papers, see HE 030 538-542. For final report, see HE 030 537.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.

the need for free, unrestricted access to the Internet for all citizens; the breakdown of community, fewer institutions to provide positive gathering places for young people, and increased "risk" for inner city youth; the ability of computers to increase literacy and interpersonal skills; and examples of individuals, groups and institutions devoted to enabling young people to take part in and benefit from new technologies. The following 10 ways that teachers, parents, and members of the community can make a difference for young people are then discussed: (1) focus on human outcomes, not technology; (2) get involved with the new technologies; (3) adopt a learning-to-learn approach; (4) understand the issues; (5) ensure low-cost access for all; (6) claim your "citizen's right" to information; (7) investigate new economic opportunities; (8) maintain an informed, balanced view; (9) support community learning centers; and (10) give youth the power they need. (AEF)

ED 411 780 IR 018 577

Gustafson, Kent L.; Branch, Robert Maribe
Survey of Instructional Development Models. Third Edition.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 108p.; For ERIC Digest based on this book, see IR 018 573.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Curriculum Development; Instructional Design; *Instructional Development; *Instructional Systems; *Models; Organizational Development; Systems Analysis; *Systems Approach; Systems Development

This ERIC (Educational Resources Information Center) monograph updates and expands upon earlier ERIC publications on the topic of instructional development (ID) models. This monograph presents a brief history of ID models, describes a taxonomy for classifying them, provides examples from each of the categories in the taxonomy, and describes trends in their content and focus. The 13 models described in the book are representative of the ID literature and reflect most of the main concepts found in other models. Specific models are described and discussed in each of three orientations: (1) classroom--Gerlach and Ely; Kemp, Morrison, and Ross; Heinich, Molenda, Russell, and Smaldino; and Reiser and Dick; (2) product--Van Patten; Leshin, Pollock, and Reigeluth; and Bergman and Moore; and (3) system--IDI (Instructional Development Institute); IPISD (Interservices Procedures for Instructional Systems Development); Diamond; Smith and Ragan; Gentry IPDM (Instructional Project Development and Management); and Dick and Carey. Eighteen figures illustrate the core elements of ID, portrayals of the ID process, Rapid Prototyping model, Layers of Necessity model, taxonomy of ID models based on selected characteristics, and 12 of the 13 reviewed models. An annotated bibliography of ERIC documents and journal articles, in addition to ordering information and background information on ERIC are provided. (Contains 54 references.) (SWC)

ED 411 781 IR 018 658

Smarte, Lynn
ERIC Annual Report, 1997. Summarizing the Recent Accomplishments of the Educational Resources Information Center.

networking of the school library media center and use of video distribution systems, telecommunications and satellite access, faculty development, short-term technology planning, and funding sources for technology. Of the 298 survey questionnaires mailed to elementary library media specialists, a total of 214 usable surveys were returned. Results are reported in tables showing percentages and frequency of responses. Almost 40% of public elementary schools had automated the library media center and 61% had implemented a video distribution system prior to 1993-94, which was before the state began using lottery funds for education. Lottery appropriations funded implementation of automated library systems in 51% of Georgia's elementary SLMCs, installation of video distribution systems in almost 29% and satellite dish installations for distance learning capabilities in 92% of the elementary schools. Internet service was available in 63% of the elementary schools, and the remaining 37% were waiting to receive access by 1998. Networked resources were available in the library media centers in 87% of the elementary schools, in student labs in 56% of the schools, and in at least some classrooms in 70% of the schools. Since 1993, this special education funding from the Georgia lottery has enabled schools to implement some technologies, such as satellite dish installation, distance learning capabilities, and networked resources, sooner than would have been possible without such appropriations. The study also indicates the critical importance of maintaining adequate and dependable educational funding from local and state government sources for the continued use of advanced telecommunications and computer technologies in classroom instruction. A map of Georgia counties and the survey are appended. (Contains 47 references.) (Author)

ED 411 800 IR 056 624

Crotts, Joe
Subject Usage and Funding of Library Monographs: A Case Study.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Case Studies; Higher Education; *Library Circulation; Library Expenditures; *Library Funding; *Library Materials; Library Personnel; Library Statistics; *Resource Allocation; *User Needs (Information)
IDENTIFIERS- *California State University Chico; *Monographs

The goals of this study were to identify those variables that prove indicative of the relative demand for library monographs by subject and to develop a practical method for allocating funding by subject. California State University, Chico, served as the sample for the study; data was collected from the 5-year period from 1990 to 1995. The interrelationships among circulation, expenditure, enrollment, number of faculty, book price, and new books acquired are investigated. Circulation is isolated as the one tangible parameter upon which to measure the demand for books by subject. A model for allocating subject funding is developed. Twenty-five figures and tables show statistics. (Contains 17 references.) (Author/AEF)

ED 411 801 IR 056 626

Hollins, Martha
Directory of Federal Libraries and Information Centers: 1994.

practical sessions. The application of instructional design to the study package is explained and examples are given of the content, objectives, learning events, teaching methods and media combinations. The study package is suitable for different levels of online searching and for people from both developed and under-developed environments. It also caters to adult learners' interests. The proposed package includes the use of printed media, videos, practical exercises, workshops, e-mail and use of the Internet. The package is based on the characteristics of distance teaching and multimedia study packages. (Contains 14 references.) (Author)

ED 411 818   IR 056 645

Warner-Allen, Charles
Creating a Global Stock Exchange: Does the Present National System Have a Future?
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Business; Finance Occupations; Foreign Countries; *Global Approach; *Information Technology; *International Organizations; *International Relations; Investment; Technological Advancement; World Affairs
IDENTIFIERS- *Stock Market

Sovereignty and national pride throw up potentially the biggest obstacles in the path of a global stock exchange, being all the more insurmountable because of their bases in emotional politics as opposed to economic logic. A global stock exchange could come about if New York, London and Tokyo could consolidate their current baton-passing activity into a more formal, integrated arrangement--possibly creating a new super exchange on top of their existing domestic operations. There would need to be a single regulatory regime, with one set of trading rules dominating over those of individual nations. One of the Big Three could come to dominate globally. Thirdly, an existing smaller exchange could start to compete aggressively in the international market, taking advantage of technological developments, its existing domestic expertise and a supportive regulatory environment. Finally, then, businesses could create a completely new institution, along the lines of the screen-based international currency dealing operations of Reuters or Dow Jones Telerate. Technologically, a global stock exchange could happen now; the networks and computing power are available and there is already screen-based global trading in other markets--notably currency. Institutionally, it almost does happen now, through the activities of the Big Three--although this is not a single international operation. Politically, the trend towards the necessary relinquishment of national sovereignty that would be a prerequisite for a supranational market is detectable. All three of these prerequisites--the technology, the institution and the political will--would need to be firmly in place before a global stock exchange actually came about. (AEF)

ED 411 819   IR 056 646

Kempf, Alois

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Automation; Computer Software; Databases; *Document Delivery; Foreign Countries; Full Text Databases; *Information Services; Information Storage; Information Technology; *Online Searching; Online Systems; *Patents; Storage; Technological Advancement; *Technology Transfer
IDENTIFIERS- Browsing; *European Patent Office; Interactive Communication; Patent Office

The European Patent Office (EPO) has recently implemented the last part of its ambitious automation project aimed at creating an automated search environment for approximately 1200 EPO patent search examiners. The examiners now have at their disposal an integrated set of tools offering a full range of functionalities from online searching, via full text browsing, to document delivery on the workstation screen or a nearby departmental printer. Online searching, via a common command language, is carried out in a great number of bibliographic and full-text databases on the EPO in-house host service or in commercial databases. Specially developed "dual-mode" viewer software enables the examiner easily to browse full-text documents (in character mode) and view patent images (in facsimile mode). Browsing and viewing, as online searching, are interactive operations with very short response times. The recently installed electronic document server, finally, gives access to the EPO's complete search collection comprising some 25 MIO documents, totaling approximately 14 terabytes of storage space. The storage technology is based on the use of magnetic cartridges placed in robots, which offer not an interactive online service, but rather a "near-line" service with maximum 15 minutes response time. (Author)

ED 411 837 IR 056 664

Bowman, Benjamin F.
Providing Database Services in a Nationwide Research Organisation--Coexistence of Traditional Information Services and a Modern CD-ROM/Online Hybrid Solution.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; *Databases; Foreign Countries; Information Retrieval; *Information Services; Information Sources; Information Technology; Library Services; Online Searching; Optical Data Disks; Organizations (Groups); *Reference Services; User Needs (Information)
IDENTIFIERS- Connectivity; *Max Planck Inst for Human Devel and Educ (Germany)

For the past two decades the central Information Retrieval Services of the Max Planck Society has been providing database searches for scientists in Max Planck Institutes and Research Groups throughout Germany. As a supplement to traditional search services offered by professional intermediaries, they

EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Access to Education; Annotated Bibliographies; Case Studies; *Delivery Systems; *Distance Education; Entrepreneurship; Equal Education; *Extension Education; *Flexible Progression; Foreign Countries; Higher Education; Models; Off Campus Facilities; *Open Education; Postsecondary Education; *Vocational Education
IDENTIFIERS- *TAFE (Australia)

This book examines flexible delivery of vocational education and training in Australia's technical and further education (TAFE) sector. Discussed in chapter 1 are issues in the invention and implementation of flexible delivery with general reference to Victoria's TAFE sector, vocational education and training, and selected precursors of flexible delivery. Chapter 2 reports a case study of off-campus teaching at six TAFE colleges that were selected to include a mix of small, medium, and large urban and rural institutions and a mix of styles of managing flexible delivery (management by dedicated off-campus centers, individual teaching departments with academic responsibility for particular courses/modules, or a combination of dedicated center- and department-based management). The findings regarding student support services, administrative services, open learning and off-campus services, course production and development, off-campus centers and departments, institutional and cross-college arrangements, teachers and modes of instruction, and use of technology that are presented in chapter 2 provide empirical evidence that implementation of flexible delivery is not living up to its promises of equity and openness. Chapter 3, "Off-Campus Study Meets Entrepreneurialism," considers global issues shaping the organization and practice of flexible delivery. The book contains a 59-item annotated bibliography and 66 references. (MN)

ED 411 403 CE 074 675

Starr, Christina
The Janus Project Workshop. New Technologies and Women. Proceedings (Montreal, Quebec, Canada, March 21-22, 1997).
PUB DATE- 97
NOTE- 40p.; For a related discussion paper, see CE 074 676.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Access to Education; Access to Information; Adult Education; *Computer Uses in Education; *Distance Education; Educational Opportunities; Educational Practices; Educational Quality; *Educational Technology; Foreign Countries; Internet; *Womens Education; *Workshops; World Wide Web
IDENTIFIERS- *Canada

A conference was held to discuss the new communications technologies, such as the Internet and the World Wide Web, and their effect on women's opportunities to learn. A paper on woman-centered learning in the digital universe and a discussion paper examining the pros and cons of introducing and using new technologies in educational programs for women were presented on the first day of the conference. The second day opened with a paper providing a gendered perspective on access issues. Workshops on the following topics were conducted during the afternoons of both days of the conference: community access; institutional access; quality of the learning experience; and opportunities for learning. The main issues that surfaced during the conference were summarized in a report

Coordination; Curriculum; *Delivery Systems; *Education Work Relationship; Educational Cooperation; Financial Support; Foreign Countries; National Surveys; *Noncollege Bound Students; Partnerships in Education; Postsecondary Education; Questionnaires; School Business Relationship; Technical Institutes; *Vocational Education; Youth Programs

IDENTIFIERS- General National Vocational Qualif (England); *National Vocational Qualifications (England); *United Kingdom

Modern Apprenticeships, which were introduced in 1994, allow young people in the United Kingdom who do not want to commit to full-time further education the chance to achieve a National Vocational Qualification in their field while continuing in employment. The different models for delivery of Modern Apprenticeships that have been developed in further education were examined in a study of 12 further and higher education colleges delivering one or more Modern Apprenticeships. The sample, which was selected to reflect a cross-section of program sizes, occupational areas, geographic locations, and college settings, represented more than 25 different Modern Apprenticeships. Data on models of delivery, funding matters, partnerships and competition, and progression were collected through two site visits of each college and a questionnaire administered to college representatives. Each college supported more than one delivery scheme. Modern apprentices were employed predominately by small- to medium-sized enterprises. It was concluded that delivery of Modern Apprenticeships could be facilitated by General National Vocational Qualifications. In 75% of colleges, funding was allocated on an outcome basis. (Appended are the numbers of current registrations of modern apprentices on schemes offered by colleges in the project and the study questionnaire.) (MN)

ED 411 420 CE 074 712

Noll, Cheryl L., Ed.; Graves, Pat R., Ed.

The Business Education Index 1996. Index of Business Education Articles and Research Studies Compiled from a Selected List of Periodicals Published during the Year 1996. Volume 57.

PUB DATE- 96
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reference Materials - General (130)

DESCRIPTORS- Adult Students; Basic Business Education; Business; *Business Administration; Business Communication; *Business Education; Business Education Teachers; Business English; Classroom Techniques; Community Colleges; Cooperative Education; Curriculum; Education Work Relationship; Educational Administration; *Educational Practices; *Educational Research; Educational Strategies; Educational Technology; Elementary Education; Entrepreneurship; Global Education; Higher Education; *Information Systems; Instructional Design; International Education; Junior High Schools; Keyboarding (Data Entry); Middle Schools; *Office Management; Personnel Management; Reprography; School Counseling; Secondary Education; Small Businesses; Teaching Methods; Technology Education; Training; Two Year Colleges; Vocational Education; Word Processing

IDENTIFIERS- Small Businesses; Teaching Methods; Technology Education; Training; Two Year Colleges; Vocational Education; Word Processing

This index, which was compiled from a selected list of 45 periodicals published in 1996, lists more than 2,000 business education articles and research studies. Articles are listed

This assessment packet contains all materials to assess a student's competency in resource management. The purpose of the tests at the state level is to demonstrate achievement in knowledge associated with work and family life competencies. Used by the classroom teacher, the results can indicate a program's strengths and weaknesses and serve as a tool for curriculum improvement. At the student level, scores can indicate a student's relative level of proficiency in knowledge associated with work and family life competencies. The packet contains the following materials: instructions, one master copy each of form "A" and "B", one master copy of the work and family life assessment answer sheet, one answer key for each of the enclosed assessments, and one score summary sheet for summarizing student scores and returning to the Ohio Department of Education along with the Family and Consumer Sciences Annual Report. The two forms ("A" and "B") are completely different but equal test forms. The Resource Management and related Personal Development assessments have a common core (12 items), as well as items specific to either personal development or resource management (28 items), for a total of 40 items. (YLB)

ED 411 437 CE 074 763

Administrative/Office Technology. A Guide to Resources.
PUB DATE- 97
NOTE- 81p.; For a related document, see ED 386 545.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication Skills; Competence; *Competency Based Education; *Employment Qualifications; Equipment Maintenance; Equipment Utilization; Information Management; Money Management; *Office Machines; *Office Management; *Office Occupations Education; Professional Development; Recordkeeping; *Resource Materials; Technology
IDENTIFIERS- Professionalism

This guide, which was written for general marketing instructors in Ohio, lists nearly 450 resources for use in conjunction with the Administrative/Office Technology Occupational Competency Analysis Profile. The texts, workbooks, modules, software, videos, and learning activities packets listed are categorized by the following topics: communications, office technology, financial functions, records management, support tasks, and professionalism. Among the competencies for which resource materials are listed are the following: apply communication skills; compose documents; prepare oral presentations; communicate with international and culturally diverse organizations; perform computer operating system, word processing, spreadsheet, database, computer business graphics, desktop publishing, transcription machine functions; and telecommunications functions; apply mathematical skills; perform accounting, payroll, and banking functions; file/retrieve documents and integrated media; perform telephone duties; receive visitors; perform scheduling functions; coordinate meeting and function arrangements; generate minutes; coordinate domestic and international travel plans; perform mail functions; research information; maintain employee records; maintain office supplies, equipment, and software; improve office productivity; demonstrate office ethics; help the employing organization achieve its goals; and participate in professional development activities. The following literacy teaching in secondary and postsecondary education and the workplace and describes the sociocultural and educational context for development of literacy policy and programs in the 1990s. Among the topics discussed in the book's six parts are the following: part 1, broad context of literacy education (the powers of literacy; literacy levels among Australians; and citizenship, social equity, and competence); part 2, necessary content of a national policy on literacy (policy context; purpose and scope; definitions; considerations in defining literacy; teaching cycles); part 3, Australia's learners (Australian English speakers, language diversity and English literacy, indigenous Australians, special needs, socioeconomic disadvantage); part 4, school literacy education (the early years, the middle years, the later years, the postschooling sector); part 5, adult literacy, numeracy, English-as-a-Second-Language) education, and lifelong learning for all; and part 6, state and territory programs in literacy (literacy teaching and learning in department of education schools in South Australia, Australian Capital Territory, Victoria, Queensland, Western Australia, Tasmania, New South Wales, and the Northen Territory and literacy teaching and learning and current practices in literacy education in the Catholic and independent schools sectors). (Contains 162 references) (MN)

ED 411 455   CE 074 790

Fitzpatrick, Lynne; Roberts, Anita
Workplace Communication in National Training Packages. A Practical Guide. Developing English Language, Literacy & Numeracy Inclusive National Training Packages.
SPONS. AGENCY- Australian Dept. of Employment, Education, Training and Youth Affairs, Canberra.
PUB DATE- 97
NOTE- 68p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Adult Basic Education; *Adult Literacy; Advisory Committees; Education Work Relationship; Educational Benefits; *English (Second Language); Foreign Countries; *Literacy Education; *National Curriculum; National Standards; *Numeracy; Program Implementation; *Workplace Literacy
IDENTIFIERS- *Australia; Australian Qualifications Framework

This document, intended to assist Australia's national industry training advisory bodies, is a practical guide to developing English language, literacy, and numeracy inclusive national training packages. The guide is divided into three sections devoted to the following topics: (1) context (literacy in the workplace, literacy in training, literacy in national training packages, procedures for identifying categories of communication used in the workplace and required literacy and numeracy skills, and an overview of the National Training Package); (2) endorsed components of the National Training Package (literacy in competency standards, literacy in assessment guidelines, and literacy in national qualifications); and (3) nonendorsed components of the National Training Package (literacy in the learning strategy, literacy in assessment materials, and literacy in professional development materials). The benefits of literacy and literacy training to employers and employees are illustrated by way of actual examples that have been included throughout sections 1 and 2. Appended are the following: overview of Australian and curriculum that could be used as a model across all sites; development of an assessment instrument for use with English-as-a-Second-Language students; and inservice education provided to part-time adult educators. The evaluator provided an introductory inservice session to the project staff on the Kirkpatrick evaluation model. Interview data were entered into a Filemaker Pro Database to detect trends in data across time and sites. Included in the trends were that all stakeholders were impressed by the changes evident in the learners and that staff viewed the project as a learning experience for themselves. Findings indicated the project was well implemented and became more central to the businesses concerned as time went by. (The five-page report is followed by these appendixes: structured interview forms, interview data, and analysis of trends.) (YLB)

ED 411 473   CE 074 844

Gee, Mary Kay
College of Lake County National Workplace Literacy Program. Final Report.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 69p.; For related documents, see ED 402 464-468, ED 403 389-392, CE 074 843-846, CE 074 848, and CE 074 851.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Basic Education; Adult Literacy; Basic Skills; Career Choice; Career Development; *Curriculum Development; English (Second Language); Formative Evaluation; Job Skills; *Literacy Education; Models; Program Development; Program Effectiveness; Program Evaluation; School Business Relationship; Student Educational Objectives; Student Evaluation; Summative Evaluation; *Workplace Literacy
IDENTIFIERS- College of Lake County IL

The College of Lake County's 3-year National Workplace Literacy Program (1994-1997) contributed to economic development by meeting companies' changing educational and production needs as they fluctuated and met new challenges for global marketing and improvement. It assessed 883 employees at 8 business sites with customized assessment tools and instruction. Each assessed learner developed a Career Development Plan (CDP) to assist him or her in selecting and working toward career goals. A workplace curriculum was developed as a broad outline to be implemented in a manufacturing or pharmaceutical business. Instructor training was a continuous process that consisted of staff development workshops, mentoring, newsletters, electronic mail messages, and self-study workplace training modules. An Individualized Educational Plan was developed as a tool in identifying needs and interests of learners. The objective of ensuring business involvement was met through establishment of the Business Partner Advisory Council. For an ongoing comprehensive evaluation, Kirkpatrick's four-level model was chosen and customized to measure instruction, curriculum, and program effectiveness. Staff and business partners participated in presentations and learning seminars to disseminate promising strategies and project outcomes. A plan for continuing educational opportunities within each company was finalized by year three. (Samples, materials, and other information accompany the appropriate objective.) (YLB)

Tramonte, Michael R.
School Psychologists in the Multicultural Environment: Recognizing the Diagnostic Limitations of Using the DSM-IV and the Mental Status Examination.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the National Association of School Psychologists/California Association of School Psychologists (Anaheim, CA, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Clinical Diagnosis; *Cultural Awareness; Cultural Differences; *Cultural Influences; *Diagnostic Tests; Elementary Secondary Education; Minority Groups; Psychological Testing; Pupil Personnel Services; *School Psychologists; Symptoms (Individual Disorders); Testing Problems
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders; *Mental Status Examination

The rapid increase in the United States' racial and ethnic minority populations has accompanied a mental health revolution. Traditional models previously used to explain normality and abnormality are being questioned. Therefore, ways in which school psychologists can become more aware of their own cultural background, and thus provide caring, sensitive, and responsive mental health diagnostic services to those from other cultures, is the focus of this paper. Tips counselors can use to develop cultural competencies in awareness, knowledge, and skill are explored first, followed by a detailed analysis of the cultural limitations of using the Diagnostic and Statistical Manual (DSM-IV). It is argued that the DSM-IV incorporates culture into its diagnostic scheme, and since mental disorders exist within an individual who is interacting within a culture and society, it is important to understand cultural influences on diagnostic criteria. Ways in which to improve the DSM-IV's cultural validity, and thus its cross-cultural utility, are examined. Of particular interest is the interaction among religion, spirituality, and the DSM-IV. Some of the cultural limitations in using the Mental Status Examination (MSE) are also explored. Nine appendices feature assessment tools that counselors can use to heighten their awareness of their cultural background. Contains 60 references. (RJM)

ED 411 493   CG 028 055

Learner-Centered Psychological Principles: A Framework for School Redesign and Reform.
PUB DATE- 95
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Children; Cognitive Processes; Educational Methods; *Educational Philosophy; Educational Principles; *Educational Psychology; Elementary Secondary Education; Learning Motivation; School Restructuring; Student Development
IDENTIFIERS- *Learner Centered Instruction; *Learner Centered Psychological Principles

IDENTIFIERS- Academic Discourse Communities; Bartholomae (David); Reviewers; *Scholarly Writing; *Writing Quality

David Bartholomae's notion of "Writing on the Margins" is intriguing. He claims that good writers are those who "poise themselves on the margins in a tenuous and hesitant relationship to the language and methods of the university." This paradox is captivating because the margins serve as a place to which one is banished for not knowing the rules--and as a place from which one can earn authority for resisting the rules. Particularly enthralling are the splits--the essays that receive the highest and the lowest scores possible. These essays create gaps in the institutionally "obvious" notions of what constitutes good writing. As an example, in a submission of a feminist reading of "Gorgias" to "Rhetoric Review," two reviewers were at opposite ends of the positive/negative spectrum, one rejecting and the other offering suggestions for revision and resubmission. After submission of the revision, a second set of "conflicting" reviews were offered and a lively discussion about the essay ensued with one of the readers. Why are there not more discussions about what puts pressure on the margins of an individual's scholarly discourse, conversations about subversive practices. Ways to access the disciplinary formations and paradigm shifts that occur when new propositions or ideas put pressure on the boundaries of what reviewers and editors consider to be correct should be considered. (CR)

ED 411 514   CS 215 957

Greene, Ghussan R.
The Center for Writing at South Carolina State University.
PUB DATE- 95
NOTE- 12p.; Paper presented at the Annual International Conference of Writing Centers (2nd, St. Louis, MO, September 27-30, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Computer Software; Computer Uses in Education; Higher Education; *Student Needs; *Writing across the Curriculum; Writing Improvement; *Writing Laboratories; Writing Skills; Writing Workshops
IDENTIFIERS- *South Carolina State University; Writing Contexts

The location of a university writing center is not as important as whether the faculty responsible for the center have a clear picture of how they would like the center to be viewed by the students. A campus writing center should be the hub of all academic writing across the campus. For one instructor, the first lab he developed at a small college was like another English class for the students. Later, as a faculty supervisor of the writing center at a large community college in Florida, he felt that the biggest boon to making the writing at least as important as the remediation was the use of computers. At the present time, there is a need for the writing center at South Carolina State to serve the whole university community, so that students and faculty can come to talk about their writing at any stage of the writing process, not just to type a paper. In addition to computer literacy and writing workshops, the center offers mini workshops throughout the year. In the future, satellite writing centers across the campus will not focus on the lack of emphasis on the human element of the learning process in Freshman English class, classes are sometimes dominated by a few native speakers, and many foreign students feel unnecessarily pressured. Some foreign students come from cultures that do not encourage active participation in class, but writing journals can help students explore their thoughts and feelings in a low risk format and promote more active modes of learning. Students are able to ask questions, express feelings, criticize, and make meaning in a medium that is relatively safe. Students are asked to write a minimum of 3 times a week; to write about reading assignments, class activities, class discussions, or sometimes about specific issues. The journals are collected 4 times a semester, and the instructors write comments or ask questions. The journals are not graded, but points are given for the number of entries. The voices of the foreign students show through in excerpts from some representative journals. Their thoughts about their experiences in peer editing groups reveal the cultural differences that are sometimes not apparent in the day-to-day classroom situation. (Contains 10 references.) (NKA)

ED 411 533   CS 215 991

Cox, Juanita; Webre, Elizabeth C.
The Visibility of African-American Literature in the Middle.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Attitude Measures; *Black Literature; *Childrens Literature; Instructional Innovation; Intermediate Grades; Junior High Schools; Methods Courses; *Middle Schools; Multicultural Education; Reading Instruction; Student Surveys; *Teacher Attitudes; *Teacher Education
IDENTIFIERS- African Americans; *Middle School Students; *Theme (Literary)

A study examined the visibility of African-American literature in middle schools. The move in middle schools of this region toward the use of authentic literature and teacher/student choice of what is read has made a dramatic impact on the reading methods courses at the local university. Two teachers sought recommendations from local librarians, their university students involved in the reading practicum, literature-based teachers in the middle schools, and available published lists of recommended titles. Over a period of 2 years, 421 middle school students were asked, through written surveys, if they had read specific titles by award winning Black authors. Results indicated that when presented with choices of themes they might want to read about, 39% said they would not want to read books in a thematic unit featuring Black authors. When surveying the 44 students in the university's reading practicum, 33 had not read any of the multicultural selections recommended and 11 of the students had read only one. These students were currently participating in a practicum in area schools where from 45% to 99% of the children were African-American. Findings suggest that teachers' desire to avoid controversial topics as well as lack of exposure and lack of interest were contributing factors. (Contains a table of data and 15 references.) (CR)

ED 411 534   CS 215 992

Bailey, Charles-James N.

they were respectful of differences and noted some similarities. Student papers which described unconventional gender roles provided an interesting contrast to those of students with more traditional upbringing. The give and take of such an assignment presents unique opportunities for all involved. Although the exercise was directed toward gender issues, it could be adapted to a range of perspectives. Assuming that diversity appreciation is a goal to be pursued in education, it would be wise to develop exercises which affect classroom culture and expose students to new ways of thinking about themselves and others. (Contains 13 references.) (NKA)

ED 411 553   CS 509 583

Donofrio, Heather Howard; Davis, Kimberly
Oral Communication across Disciplines: Adding Value to Academic Pursuit and Marketability.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Curriculum; *Communication Skills; Educational Objectives; Higher Education; Integrated Curriculum; Persuasive Discourse; *Speech Communication; *Student Development; *Student Needs
IDENTIFIERS- *Communication Competencies; Curriculum Emphases; *Oral Communication Across the Curriculum

Oral communication competence is essential for career success and for effective participation as a citizen in a democratic society. Unfortunately, many students do not have oral communication competence, and even more unfortunately the success of graduating students rests heavily on their communication skills. Oral communication competence, presentation ability, interpersonal skills, teamwork skills, and leadership are more important in predicting success than a graduate's knowledge of functional disciplines. Some higher learning institutions have awakened to the importance of oral communication. For example, the American Assembly of Collegiate Schools of Business (AACSB) accreditation requirements now include oral communication in the curriculum. Indiana University developed new courses for Fall 1995 in listening and oral and written communications, making certain that presentation assignments and teamwork are infused in classes throughout the curriculum. Other higher learning institutions around the country are taking steps to ensure oral communication requirements. Three of the more popular approaches to help ensure communication competency are: (1) the recommended basic speech communication course; (2) oral communication across the curriculum, using one of two types of courses: communication intensive (CI) or speaking intensive (SI); and (3) use of a laboratory, in most cases in conjunction with the "across the curriculum" approach--also referred to as a multiple approach. One study found that approximately 20 universities have implemented the "across the curriculum" program. The best known university for its implementation of a laboratory is Radford University. (Contains 14 references.) (CR) in chapter 7. Chapters 8 through 12 offer guidelines for building teamwork, linking quality to budgetary management, developing tools and techniques for quality improvement, using strategic planning, and designing a quality framework. A self-assessment checklist makes up the final chapter. One table, 20 figures, and an index are included. (Contains 86 references.) (LMI)

ED 411 573 EA 028 602

Knight, Jim
Strategic Planning for School Managers: A Handbook of Approaches to Strategic Planning and Development for Schools and Colleges.
PUB DATE- 97
NOTE- 122p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Administration; *Educational Planning; Elementary Secondary Education; Foreign Countries; *Long Range Planning; *Organizational Development; *School Administration; *Strategic Planning
IDENTIFIERS- *United Kingdom

Strategic planning, which requires careful assessment of future trends and ways of improving current practice, is an essential responsibility for all school managers. The Teacher Training Agency in the United Kingdom has made it a compulsory element of the new National Professional Qualification for the headship. This book sets out broad guidelines for effective planning. It investigates the key features necessary for success and provides practical suggestions for developing a strategic plan that fits the individual school. Chapter 1 describes issues in planning and makes the case for strategic planning. Chapter 2 provides an overview of systems-analysis approach to strategic planning, and chapter 3 presents a case study of a firm that used systems analysis. Chapters 4 through 8 explore in detail the various approaches to strategy review and development, including the customer approach, the strategic challenge of matching customer expectation with professional judgment, the competencies-and-standards approach, the learning-organization plan, and Deming's 14-point model. The final chapter highlights organizational-learning theory. Checklists, suggested activities, 14 figures, and an index are included. (Contains 14 references.) (LMI)

ED 411 574 EA 028 605

Leask, Marilyn; Terrell, Ian
Development Planning and School Improvement for Middle Managers.
PUB DATE- 97
NOTE- 246p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Educational Administration; Educational Finance; *Educational Planning; Elementary Secondary Education; *Faculty Development; Foreign Countries; Instructional Improvement; *Management Development; *Middle Management; Professional Development; Staff Development; Teacher Improvement
IDENTIFIERS- *United Kingdom

Thurlow, Greg
Curriculum Leadership as Mediated Action.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; Foreign Countries; *Instructional Leadership; Interprofessional Relationship; Organizational Climate; School Culture; School Organization; *Teacher Empowerment; *Teacher Participation
IDENTIFIERS- *Australia (Queensland); *Teacher Leaders

If contemporary plans for devolved decision making to schools in Australia are to be realized, the role of all teachers in curriculum decision-making processes will need to be acknowledged. This paper presents findings of a study that sought to build a theory of curriculum leadership from the teachers' own perspectives--a theory of curriculum leadership conceived of as a phenomenon of school contexts in which there is a dynamic interplay between a set of contextual mediational means and teachers' psychosocial factors. The study adopts a Vygotskian framework to consider the phenomenon of curriculum leadership as "mediated action." The framework posits a reciprocal relationship between the "psychological tools" of individual teachers engaging in curriculum action, the action itself, and the school culture. Data were gathered through a survey of 2,805 teachers in 109 primary schools and 20 secondary schools in Queensland, Australia. The survey elicited 1,510 usable responses, an approximate 53 percent response rate. Contextual mediational means include the school's organizational structure, social dynamics, and images of curriculum. These factors reciprocally interrelate with an individual teacher's personal qualities to influence the way in which that teacher engages in curriculum-leadership actions. School administrators should ensure that appropriate contexts exist and communicate them to teachers. Teachers should monitor those aspects of their professional lives that enhance their confidence, risk taking, and trust. Three tables are included. (Contains 18 references). (LMI)

ED 411 593   EA 028 630

Choy, Susan P.
Public and Private Schools: How Do They Differ? Findings from "The Condition of Education, 1997," No. 12.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 45p.; For "The Condition of Education, 1997," see ED 404 766.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Class Size; Elementary Secondary Education; National Surveys; *Organizational Climate; *Private Schools; Professional Autonomy; *Public Schools; Racial Distribution; School Choice; *School Organization; School Size; *School Support; Services; Teacher Qualifications; Teacher Salaries; Tuition

education and family income are strongly linked to student achievement, independent of school type. Private schools have lower dropout rates and higher college-attendance rates than public schools. This may be explained by the selective nature of private schools. Polling data show that the general public believes that private schools have higher academic standards, are safer, and are more likely to promote "honesty and responsibility." On the other hand, public schools provide a better education to special needs children and more diverse learning envUironments. Six tables and one figure are included. (Contains 30 references.) (LMI)

ED 411 612 EA 028 826

Snyder, Thomas D.; Hoffman, Charlene M.; Geddes, Claire M.
Digest of Education Statistics, 1997.
PUB DATE- 97
NOTE- 619p.; For 1996 report, see ED 402 679.
LANGUAGE- English
EDRS Price- MF03/PC25 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Academic Achievement; Degrees (Academic); *Demography; Education Work Relationship; *Educational Attainment; *Educational Finance; Elementary Secondary Education; *Enrollment; Expenditures; Federal Aid; Federal Programs; Foreign Countries; Higher Education; Income; *School Personnel; Student Financial Aid; Tables (Data)
IDENTIFIERS- *National Center for Education Statistics

This 1997 edition of the "Digest of Education Statistics" is the 32nd in a series of publications initiated in 1962. Its primary purpose is to provide a compilation of statistical information covering the broad field of American education from kindergarten through graduate school. The digest includes data from many government and private sources, and draws especially on the results of surveys and activities carried out by the National Center for Education Statistics (NCES). The publication contains information on a variety of topics, including the number of schools and colleges, teachers, enrollments, graduates, educational attainment, finances, federal funds for education, employment and income of graduates, libraries, and international education. Supplemental information is provided on population trends, attitudes on education comparisons, education characteristics of the labor force, government finances, and economic trends. The digest is divided into seven chapters: "All Levels of Education," "Elementary and Secondary Education," "Postsecondary Education," "Federal Programs for Education and Related Activities," "Outcomes of Education," "International Comparisons of Education," and "Learning Resources and Technology." The introduction includes a brief overview of current trends in American education. The data show that in the fall of 1997, about 75 million people were involved, directly or indirectly, in providing or receiving formal education. Assessment data indicate that there have been improvements in mathematics and science performance between 1986 and 1996. A higher proportion of high school graduates are going on to college. Yet, wide variations in student proficiency from state to state and mediocre mathematics scores of American students in international assessments pose challenges. The appendix contains a guide to tabular presentation, a guide to sources, definitions, 12 tables, and an index. Thirty-three figures and 422 tables comprise the bulk of the document. (AA)

ED 411 613 EC 305 698

influencing the self-esteem and confidence, sense of autonomy and independence, and social development and motivation of students with learning disabilities and at-risk students. This final project report describes the field testing of a comprehensive intervention program which includes strategies aimed at changing the task, authority, reward, grouping, evaluation, and time structures of children's classroom and home experiences. The specific program strategies were integrated within a theoretical perspective that places special importance on both the school and home experiences of the child. The project also examined the relationship between the teacher's parent involvement practices, parents' perceptions, support, and attitudes, and the child's resulting motivation. The first year of the project focused on program development with collaborative involvement of teachers and initial field-testing. In the second and third years of the project, the program as a whole and its components were evaluated to determine its preventative and remedial effectiveness. The project provides information on specific intervention strategies and techniques that can be assimilated into ongoing school and classroom activities. Appendices include a case study, teacher evaluations of the project, and a summary of a parent survey. (Contains 123 references.) (Author/CR)

ED 411 630 EC 305 820

Gandolfo, Cecilia; Gold, Martine; Hunt, Ashley; Marrone, Joe; Whelan, Tom
Building Community Connections: Designing a Future That Works.
SPONS. AGENCY- National Inst. on Disability and Rehabilitation Research (ED/OSERS), Washington, DC.
PUB DATE- 96
NOTE- 176p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Advocacy; Career Development; *Disabilities; Employer Employee Relationship; *Employment Opportunities; Employment Services; *Helping Relationship; *Interpersonal Communication; Job Placement; *Job Search Methods; Self Evaluation (Individuals); Self Management; *Social Networks; Trainers; Training; Workshops

This trainer's manual is designed to enable trainers to provide information about the use of personal connections in the development of networks leading to employment opportunities to individuals with disabilities. Detailed information is provided for a 2-day workshop that focuses on the importance of using networks, the benefits of using personal connections, ways to identify and expand networks, skills for utilizing connections, and personal approaches and future action plans. The beginning of the manual includes information on prerequisites for participation in training and agendas for the 2 days. The manual then provides detailed step-by-step instructions for conducting the training and using applicable overheads. Specific topics include tapping the hidden job market, identifying components of an effective career development network, identifying individuals who may be helpful in a personal job search, engaging people to become part of the network, asking for help, broadening a network, strategies for keeping in touch, creating a network without becoming a pest, creating mutually beneficial relationships with potential

ED 411 648 EC 305 840

Downing, June E.
Including Students with Severe and Multiple Disabilities in Typical Classrooms: Practical Strategies for Teachers.
PUB DATE- 96
NOTE- 196p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Educational Strategies; Elementary Secondary Education; *Inclusive Schools; Mainstreaming; *Multiple Disabilities; *Peer Relationship; Preschool Education; Regular and Special Education Relationship; *Severe Disabilities; *Student Evaluation; Teacher Student Relationship; *Teaching Methods
IDENTIFIERS- *Academic Accommodations (Disabilities)

This book discusses some of the techniques and strategies used by teachers to educate students with severe and multiple disabilities in truly inclusive environments. The first chapter identifies the target population and clarifies what the book offers to educators, support staff, administrators, and parents. Chapter 2 presents a brief overview of educational practices that are considered effective teaching strategies for children without disabilities. The benefits of these practices are highlighted. General assessment and intervention practices across the age ranges are examined in Chapter 3. Chapters 4, 5, and 6 describe various methods and adaptations to include preschool, elementary, and secondary children with severe and multiple disabilities within the general education classroom. Many examples of lessons and adaptations that enable the participation of students with different abilities are presented. Chapters 7 and 8 discuss the involvement of peers and adults and their combined efforts to support students in worthwhile learning processes. The final chapter uses a question-and-answer format to address commonly asked questions that occur when teachers struggle to meet the diverse needs of all learners. Appendices include resources for creating systemic change and for providing technical assistance to teachers, and information on augmentative communication. (Each chapter contains references.) (CR)

ED 411 649 EC 305 841

Cramer, Shirley C., Ed.; Ellis, William, Ed.
Learning Disabilities: Lifelong Issues.
PUB DATE- 96
NOTE- 319p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adults; Advocacy; Attention Deficit Disorders; Behavior Problems; *Delinquency; Educational Innovation; *Educational Strategies; Elementary Secondary Education; *Employment; Equal Education; *Etiology; Inclusive Schools; Juvenile Justice; Laws; *Learning Disabilities; Preschool Education; *Public Policy; Reading Difficulties; Research Needs; Teacher Education Programs
IDENTIFIERS- Americans with Disabilities Act 1990; Project Head Start; Reasonable Accommodation (Disabilities)

ED 411 666 FL 023 153

Pavanini, Pietro
Miniriforma dell'ortografia tedesca (Mini-Reform of German Spelling).
PUB DATE- 95
NOTE- 4p.
LANGUAGE- Italian
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Journal Articles (080)
DESCRIPTORS- *Capitalization (Alphabetic); Foreign Countries; *German; *Language Planning; Linguistic Borrowing; *Nouns; Public Policy; Punctuation; *Spelling

This article reports that, after years of debate, representatives of German-speaking countries meeting in Vienna reached an agreement on measures to reform the spelling of the German language. Many linguists were disappointed that it was not decided to change the most unique characteristic of German spelling--the capitalization of German nouns. Most of the changes involve the "germanization" of foreign words that have become a part of the German language. Many teachers are critical of germanization, believing it runs contrary to the principle of multilingualism and hinders efforts to bring different cultures and peoples together. Although the agreements must first be ratified by the governments of the individual countries, it is expected that the new rules will be in place by the year 2001. They will be introduced gradually and in an intermediate period both old and new rules will be in effect. A chart is provided at the end of the paper that gives several examples of changes in the following categories: spelling of foreign words; the spelling of German words; and the division of syllables, capitalization, and punctuation. (CFM)

ED 411 667 FL 023 770

Sheveland, Dawn
The Effects of a Classroom Trade Book Collection on Middle School ESL 5/6 Students.
PUB DATE- 96
NOTE- 13p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Bilingual Education; Bilingual Education Programs; *Classroom Environment; Classroom Techniques; *English (Second Language); Intermediate Grades; Middle Schools; Reading Comprehension; *Reading Habits; Reading Material Selection; *Reading Materials; Second Language Instruction; Student Attitudes
IDENTIFIERS- Middle School Students; *Trade Books

A study investigated the effects of having a classroom book collection on the reading comprehension, reading attitudes, and reading habits (quantity and type of books read) of 54 students of English as a second language in two middle school classes in southern California, grades 5 and 6. Approximately half of each class had access to a collection of trade books within the classroom; the other half relied on books from the school library, to which regular class trips were made. Students recorded their voluntary reading in folders in the classroom, and voluntary reading groups were stratified and changes measured based on this record. Students were administered a reading attitudes survey, and a guided written story retelling materials and parent materials are offered. Techniques and advantages of the whole language approach to language learning are examined. The method used by the author and his wife to teach their 8-year-old daughter to read in English is then described. Techniques used included regular family and individual reading activities and writing projects. Contains 39 references. (MSE)

ED 411 686 FL 024 738

Yukawa, Emiko
Japanese Parents Bringing Up Their Children in English. Monographs on Bilingualism No. 2.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- Japanese
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Bilingualism; Case Studies; *English (Second Language); Foreign Countries; Graduate Study; Higher Education; Language Acquisition; Language Proficiency; Language Research; Language Teachers; *Parent Child Relationship; Parent Role; Second Language Learning
IDENTIFIERS- *Japan; Japanese People; United States

This monograph describes the experience of a Japanese family raising their children bilingually in Japan by adopting English as the home language. Both parents are native Japanese who went to graduate school in the United States and now teach English at the college level. Although both parents are very proficient in English, they recognize they will never reach native speaker level. Therefore, they decided to raise their two children as native English speakers, who will acquire Japanese from the community outside the home. In describing the methods used by the parents to raise their children bilingually, the decisions they had to make about culture, and the various periods in which one language or the other dominated as the family moved back and forth across the Pacific, the paper frequently cites and evaluates current research on bilingualism. (Author/VWL)

ED 411 687 FL 024 740

Noguchi, Mary Goebel
Adding Biliteracy to Bilingualism: Teaching Your Child To Read English in Japan. A Guide for Parents. Monographs on Bilingualism No. 4.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Bilingualism; Educational Strategies; *English; Family Environment; Foreign Countries; *Home Study; Literacy; *Native Language Instruction; Parent Role; Phonics; *Reading Instruction; Teaching Methods; Whole Language Approach
IDENTIFIERS- *Biliteracy; *Japan

Increasingly, foreign nationals living in Japan are sending their children to Japanese elementary schools. This requires that the children's native language be taught outside of school, most often at home. While teaching oral language is not difficult for parents, teaching reading requires different skills. Some

(Ontario).
PUB DATE- 96
NOTE- 64p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Audiovisual Aids; Class Activities; Classroom Techniques; Cloze Procedure; *English (Second Language); Foreign Countries; Instructional Materials; *Language Patterns; *Literacy Education; Newspapers; Phonics; Pronunciation Instruction; Publications; *Reading Instruction; Second Language Instruction; *Spelling; Story Telling; Teaching Guides; *Writing Instruction

The guide contains 25 useful techniques for teaching literacy. It is designed for basic literacy instruction but may also be used in English-as-a-Second-Language (ESL) instruction; three of the tools are specific to ESL students. Published sources that provide a fuller explanation of the techniques are listed after each entry and in a bibliography (14 items). Techniques include: the language experience story; phonics; key words; word patterns; word cards; sensory reinforcement; word compounding; overlearning; indexing; duet reading; block comprehension; newspaper use; cloze procedure; brief reading workouts; coached experience story; writing starts; spelling anchors; precious words; sentence play; nonsense words; games and incentives; dialogues (ESL); pronunciation contrasts (ESL); stress exercises; and publications. The description of each technique includes one or more suggested activity, with suggestions for variations. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 707 FL 801 180

Halbert, Harold William
Strategies for Working One-on-One with ESL Adult Literacy Writers. Adult Literacy Independent Learning Packet.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 96
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Communication; Classroom Techniques; Dialogs (Language); *English (Second Language); *Individual Instruction; *Interpersonal Communication; *Literacy Education; Persuasive Discourse; Reading Strategies; Speech Skills; Teacher Expectations of Students; *Teacher Student Relationship; *Writing Instruction

Special writing problems faced by English-as-a-Second-Language (ESL) adult literacy students are examined, and an approach to the individual teacher-student writing conference is proposed. Four conference components are distinguished, and suggestions are made for handling each: oral interaction; engaging the student in dialogue before reading the writing sample; reading the student's text; and negotiation of revisions. Recommended strategies for oral interaction include: patience; creation of a comfortable speaking environment; having students reformulate ideas orally; explaining conference expectations; avoiding yes/no questions; and avoiding all suggestion of cultural superiority. Pre-reading dialogue strategies include: asking the student what needs work; examining writing prompts and sample texts together; making the student aware of his

Students; *Personality Traits; *Sex Differences; *Social Attitudes; Student Attitudes
IDENTIFIERS- California Psychological Inventory; *Medically Underserved Areas

This study examined the effect of gender, personality attributes, and class standing on medical students' attitudes toward medically underserved populations. A total of 102 first-year and 65 second-year students at a medical school in the southeastern United States completed the Medical Students' Attitudes Toward the Underserved (MSATU) questionnaire and the California Psychological Inventory (CPI). It was found that women generally had higher mean scores than men on the MSATU and were more likely to choose to enter a primary care specialty. There were significant correlations between the MSATU total score and CPI internality, communality, femininity-masculinity, and social maturity scales. Overall, mean scores on the MSATU were higher and interest in primary care was greater for first-year students. However, it was found that second-year males were more interested in primary care than first-year males, while second-year females were less interested in primary care than first-year females. (Contains 29 references.) (MDM)

ED 411 727 HE 030 446

Owen, John A.
An Evaluation of a New Admission Policy Intended To Increase the Number of Primary Care Physicians.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Admission Criteria; *Career Choice; College Admission; *Family Practice (Medicine); Higher Education; Interviews; Medical Schools; *Medical Students; *Prediction; Student Attitudes
IDENTIFIERS- *University of Virginia School of Medicine

This study examined new admission policies at the University of Virginia School of Medicine designed to increase the number of students likely to pursue primary care specialities. The study focused on whether there was a relationship between interviewers' predictions and applicants' career choice at the completion of their first year of medical school. Interviewer predictions during admissions interviews were compared to the career choices of two cohorts of applicants who matriculated in 1994 and 1995. For the 1994 cohort, 148 out of 232 interviewer predictions (64 percent) were correct, while for the 1995 cohort, 161 out of 254 predictions (63 percent) were correct. Correlational analysis indicated a low to moderate relationship between the interviewers' predictions and matriculants' career choices. Interviewers tended to make more correct predictions regarding those students not likely to enter primary care. (Contains 10 references.) (MDM)

ED 411 728 HE 030 447

Hackett, Rachelle Kisst; Martin, Gary R.
Faculty Support for Minority Engineering Programs.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American

The B&B group (n=11,000) was followed one year after graduation in 1992-93. The nonbaccalaureates (n=8000) were those from the BPS group who enrolled in 1989-90 but did not graduate. Among the study's findings were: 87 percent of the graduates and 81 percent of the nonbaccalaureate group were employed in April of 1994; the average salary in 1994 was $22,100 for graduates and $16,600 for non-graduates; during the first year of graduation, about 29 percent of graduates had experienced unemployment, whereas among the nonbaccalaureate group, about one-third had experienced unemployment (since 1989); nearly one half of the graduates borrowed some money for their education--an average of $10,200; one year after graduating, 63 percent of bachelor's degree recipients had no debt; 29 percent of graduates were required to make loan payments, and the remaining 8 percent still owed but were not required to make payments; graduates were repaying on average of $136 per month, non-graduates an average of $76 per month. Appendixes include a glossary and technical notes on the methodology.(DM)

ED 411 747 HE 030 522

Eiche, Keith; Sedlacek, William; Adams-Gaston, Javaune
Comparing University Athletes and Nonathletes on Attitudes and Perceptions. Research Report #5-97.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Academic Achievement; Asian Americans; *Athletes; Black Students; Career Exploration; College Environment; *College Freshmen; College Preparation; Counseling Objectives; Ethnic Groups; Higher Education; Hispanic Americans; Leadership Qualities; Paying for College; *Student Adjustment; *Student Attitudes; Student Behavior; Student Characteristics; Student Surveys; Time Management
IDENTIFIERS- African Americans; *University of Maryland College Park

With a goal of forming interventions and programs to address needs of student athletes (such as group and individual career interventions as well as time management training), this study compared attitudes of 73 freshman athletes and 73 nonathlete freshmen at the University of Maryland toward their college experience. A questionnaire concerning the students' expectations and attitudes about college was administered and analyzed using chi square and multivariate analysis of variance. The athletes included football, basketball, lacrosse, tennis and baseball players. The group included 51 White/Caucasians, 17 African Americans, 2 Asian Americans, 2 biracial, and 1 Hispanic student. They ranged in age from 17 to 22; 51 were male and 21 were female. The nonathlete group included a nearly equal number of males and females, fewer African Americans and more Asian/Asian Americans. Among some of the results, the data suggested that freshman athletes were significantly more likely than their nonathlete counterparts to report: (1) difficulty in getting good grades, (2) greater career confusion, (3) a lack of time as a barrier to college adjustment, (4) an easier time obtaining leadership skills, and (5) less concern in paying for their education. (Contains 15 references.) (DM)

ED 411 748 HE 030 523

Quinonez, Carolina; Sedlacek, William E.

PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Area Studies; Degrees (Academic); Economic Factors; Employment Opportunities; Enrollment; Exports; Geographic Regions; Higher Education; Public Education; *Regional Characteristics; Regional Cooperation; *School Demography; Small Businesses; State Colleges; *State Surveys; State Universities; Statewide Planning; Statistical Data; Student Costs; Trend Analysis; Tuition
IDENTIFIERS- United States (West); *Western Interstate Commission for Higher Education

This paper, one of a series, presents findings from a Western Interstate Commission for Higher Education's project titled, "Higher Education and the Economy of the West," that was undertaken to analyze the impact of economic and social trends on the role of higher education in the West. Included are analyses of demographic, workforce, and educational data for 16 western states: Alaska, Arizona, California, Colorado, Hawaii, Idaho, Minnesota, Montana, Nevada, New Mexico, North Dakota, Oregon, South Dakota, Utah, Washington, and Wyoming. Data are reported for each state for: non-farm employment; industry employment outlook; top 10 occupations (most job openings; fastest growing) foreign exports; location of small business development centers and cooperative extension offices; number of postsecondary institutions; enrollments in state institutions of higher education by level type, control, and attendance status; undergraduate tuition and fees in state public institutions; higher education participation rates by race and ethnicity; and percent change in degrees earned at 4-year institutions by selected discipline. Data generally cover the period 1990-1996, but the period varies for some charts and states. (CH)

ED 411 764 HE 030 539

Exploring the Relationship: A Survey of the Literature on Higher Education and the Economy. Higher Education and the Economy of the West. Working Paper #2.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 92
NOTE- 76p.; For other working papers, see HE 030 538-542. For final report, see HE 030 537.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Access to Education; Disadvantaged; Distance Education; *Education Work Relationship; Educational Change; Educational Cooperation; *Educational Development; Educational Economics; Educational Innovation; Educational Technology; Elementary Secondary Education; Higher Education; Lifelong Learning; Partnerships in Education; Postsecondary Education; Public Education; *Regional Cooperation; Research and Development; Statewide Planning; *Teacher Education
IDENTIFIERS- Internationalism; United States (West)

This paper, one of a series from the Western Interstate Commission for Higher Education's project "Higher Education and the Economy of the West," surveys the literature on all aspects of the relationship between higher education and the economy, and the teaching, research, and service missions of the academy, with special attention to reports and policy documents prepared by federal and state governments and independent and multistate development organizations. The paper addresses issues including the education challenges posed by a global economy, the essential education skills that workers will need, the role of technology in education and the economy and

SPONS. AGENCY- National Library of Education (ED/OERI), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 97
NOTE- 29p.; For previous year's report, see ED 400 789.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Information; Annual Reports; Bibliographic Databases; Budgets; *Educational Research; *Educational Resources; Information Dissemination; Information Retrieval; *Information Services; Partnerships in Education; Publications; World Wide Web
IDENTIFIERS- *ERIC; ERIC Clearinghouses; ERIC Digests; Listservs

This annual report highlights many recent achievements in the Educational Resources Information Center (ERIC) system. The ERIC system encompasses the world's largest and most frequently used education database as well as a network of 16 subject-specific clearinghouses, several adjunct clearinghouses, and three supporting service components. ERIC is sponsored by the United States Department of Education, Office of Educational Research and Improvement, and is administered by the National Library of Education. For 30 years, ERIC has been an important component of the national education dissemination system, ensuring that education information reaches those who need it. The ERIC database now contains more than 920,000 records of education documents and journal articles, including abstracts of more than 6,000 published books. ERIC is accessible from virtually anywhere in the world. In 1996, ERIC distributed more than 1.4 million copies of their publications. ERIC works cooperatively with other organizations to reduce duplication of efforts and ensure cost-effective service. More than 500,000 copies of ERIC-produced publications were distributed by other organizations in 1996. Highlights, with illustrations, include an overview of the ERIC Database, user services, and ERIC publications and products; accessibility; ERIC Clearinghouses' 1996 Bestsellers; electronic communication; web site users; partnerships; an ERIC system directory; the ERIC Document Reproduction Service (EDRS) electronic ERIC resources; online ERIC document delivery; document availability; digital collections; products and services; clearinghouse and support component highlights; the ERIC budget; and the future outlook. (AEF)

ED 411 782 IR 056 129

Curran, Jean A.
Using the Internet To Improve the Resources of a Rural High School Media Center.
PUB DATE- 96
NOTE- 92p.; Ed.D. Practicum, Nova University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Practicum Papers (043),Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Access to Information; *Educational Resources; *High Schools; Individual Instruction; *Internet; Learning Resources Centers; *Library Collection Development; *Rural Education; *Rural Schools; School Libraries; Student Attitudes; Teacher Attitudes; Training
IDENTIFIERS- *Access to Technology; Connectivity; Technology Integration

Technical Report.
PUB DATE- 97
NOTE- 105p.; This Directory represents information as of September 30, 1994, and for certain libraries some or all of the entries may have changed since 1994. This caution is particularly true of the listed contact person, but it may also be, as in the case of the Bureau of Mines, that the agency no longer exists and the library or information center may no longer be in operation or may be part of another agency.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *Directories; *Federal Government; Government (Administrative Body); *Government Libraries; *Library Statistics; *Library Surveys; National Libraries; *National Surveys; Public Agencies; Reference Materials; State Libraries

This Directory is based on a survey of 1,234 federal libraries and information centers in the 50 states and the District of Columbia conducted in 1994. The survey was developed and funded by the National Center for Education Statistics (NCES) with the advice and guidance of a survey working group of the Federal Library and Information Center Committee of the Library of Congress and was conducted by the U.S. Census Bureau. The Directory is organized by branch of government (Legislative, Judicial, or Executive), by agency in the Legislative and Judicial Branches and by department in the Executive Branch. Within each department, agencies are listed alphabetically and within the agency, libraries and information centers are listed by state with the states arranged alphabetically. Each library and information center has four entries: its name, its address, the name and telephone number of a contact person, and the type of library or information center. The type of library or information center represents the library's or information center's primary subject-matter acquisitions. The following types of libraries and information centers are used in the Directory: presidential, national, academic, engineering and science, health and medicine, general, law, multi-type, training center and/or instructional technical school, and special. (Author/AEF)

ED 411 802 IR 056 627

Australian Library and Information Association Annual Report, 1996.
PUB DATE- 96
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Change; Foreign Countries; Information Services; *Library Associations; Library Development; Library Services; Organizations (Groups); Professional Associations
IDENTIFIERS- *Australia; *Australian Library and Information Association

The objectives of the Australian Library and Information Association (ALIA) are to: promote and improve services of libraries and other information agencies; improve the standard of library and information personnel and foster their professional interests and aspirations; represent the interests of members to governments, other organizations and the community; and encourage people to contribute to the improvement of library and information services by supporting

Advocating Global Forest Issues on the Internet.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Mediated Communication; *Computer Networks; Environmental Research; Foreign Countries; *Information Networks; Information Services; International Organizations; *Internet; Organizations (Groups)
IDENTIFIERS- *Environmental Organizations

Sustainable development, biological diversity and conservation of tropical forests are only a few of the hot environmental and political topics where the actors involved have started to make use of the world-wide computer networks. The Internet (as a transport medium of information exchange) and the World Wide Web (as the favorite service to interconnect related movements) are being chosen by international organizations, scientific institutes, forest products industry and environmental activists for advocating their specific view on forestry, wood production and ecological concerns. This paper points out patterns of interaction by presenting Internet services of different institutions involved, for example the Food and Agriculture Organization of the United Nations, the Intergovernmental Panel on Forests (IPF), the International Union of Forest Research Organizations (IUFRO) and the World Conservation Monitoring Center (WCMC). Special attention is given to information services based on computer-mediated communication, such as the electronic clearinghouse Linkages, and to action groups advocating online such as the Rainforest Action Network (RAN) or Ecological Enterprises. The difficult task of information professional in this context will be to keep track of relevant documents and special interest networks on the Internet. Otherwise they will not be able to serve the user's need for adequate interpretation of accessible documentation from electronic resources. (Author/AEF)

ED 411 820 IR 056 647

Rao, Sizigendi Subba
Internet in the Indian Context.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; Foreign Countries; *Information Services; Information Technology; *International Organizations; *Internet; *Online Vendors; Organizations (Groups); Systems Development; Technological Advancement
IDENTIFIERS- *India; Technological Infrastructure

This paper presents briefly the concept of the Internet and lists the Internet service providers in India (Education and Research Network from Department of Electronics, National Informatics have recently fostered the introduction of a new information system that can be accessed directly from all sites. Ovid Technologies was chosen as partner for this project. Their common user interface offers database-specific search tools for the expert as well as for the novice user. Further advantages are the use of the TCP/IP protocol allowing immediate access from a number of different computer platforms, the client/server architecture and the adherence to the Z39.50 standard, thus providing interconnectivity with other library servers. The possibility of using the Ovid Local Loader to install internal databases under the same user interface as external databases was of particular interest to the Institutes. The advantages of a CD-ROM interface in combination with the performance of an online system has made this new service very popular among the scientists. Of critical importance for the quality and success of the project was the active participation of experienced information specialists during the planning, testing, installation and final production stages. End-users receive continued support with workshops, documentation, advice and a helf-desk for database specific questions. The Information Retrieval Services are now confronted not only with a variety of new responsibilities but also with many new opportunities for helping the users to gain the information they seek. (Author)

ED 411 838   IR 056 665

Wallas, Philip
Electronic Publishing and Collection Development, a Subscription Agent's View.
PUB DATE- 96
NOTE- 5p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Security; Document Delivery; *Electronic Publishing; Electronic Text; Information Industry; *Information Management; Information Technology; Publishing Industry; Research Libraries; *User Needs (Information)
IDENTIFIERS- Digital Technology; *Subscription Agents

Trends in publishing, advances in technology and pressures on library budgets have combined to put libraries and publishers at odds with each other. Research libraries expect broad, easy access to electronic information, greater convenience and faster delivery but at reduced cost. Publishers are exploring new channels for distributing their content while seeking to maintain control of their intellectual property, minimise risk and increase income. Subscription agents have an important role in resolving these tensions. Substituting access to digital information for ownership of materials introduces new uncertainties concerning delivery systems, costs and collection stability. Electronic publishing asks both publishers and libraries to take on new roles which may be handled better by subscription agents. Business issues such as managing access are obstacles to wider use of electronic publishing. The demands of password maintenance and authorization are similar to the headaches of ordering, renewing and paying individual subscriptions. IP address authentication and user ID/password titled "Conference Synthesis" (Linda Shohet), and 24 recommendations regarding access, opportunities, quality of learning, and impact of the new communication technologies on women's lives were formulated. (Appended are the two discussion papers: "Women-Centered Learning in the Digital Universe," by Heather Menzies, and "A Gendered Perspective on Access Issues," by Leslie Regan Shade. Also included are a 28-item list of print resources and websites and principles of accessible web page design.) (MN)

ED 411 404 CE 074 676

O'Rourke, Jennifer; Schachter, Linda
The Janus Project. New Learning Technologies: Promises and Prospects for Women. A Discussion Paper.
PUB DATE- 97
NOTE- 80p.; For related proceedings, see CE 074 675.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Adult Educators; Annotated Bibliographies; *Computer Uses in Education; Conventional Instruction; *Distance Education; Educational Finance; *Educational Opportunities; Educational Policy; Educational Practices; Educational Quality; *Educational Technology; Equal Education; Financial Support; Foreign Countries; Literature Reviews; National Surveys; Nonformal Education; Public Policy; Student Attitudes; Teacher Attitudes; *Womens Education
IDENTIFIERS- *Canada; Impact Studies

This discussion paper explores the extent to which new learning technologies can help make learning more available, accessible, and compatible with women's needs and goals. The following topics are discussed: the paper's framework and data sources (discussions with individuals from all regions of Canada whose experience encompasses a range of formal and nonformal education and training, a review of literature on women and new learning technologies, and a review of public policy documents related to technology and learning); expectations and educator provision of access for women and the four levels of access (infrastructure and community, institutional, and individual access); costs and use of resources (values and cost, payment for education and training in Canada, and comparative costs of "old" and "new" technologies); quality and equality of learning (perspectives on learning, different learning tasks, instructor perspectives, keeping a holistic approach in the forefront, the economic rationale); opportunities for learning (nonformal learning and information sharing, formal learning, good examples, the global picture); and tools and strategies (finding and sharing information, evaluating programs, discovering real options, exploring underlying values, conveying concerns to decision makers). A 21-item annotated bibliography and 99-item bibliography are included. (MN)

ED 411 405 CE 074 677

Standing Corrected: Education and the Rehabilitation of Criminal Offenders. Report & Recommendations of the State Employment & Training Commission's Corrections Task Force.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Access to Education; *Adult Basic Education;

under the following subject categories and subcategories: basic business (accounting, consumer awareness, economics, entrepreneurship/small business, finance investments, international business, management, marketing); communications (business English, collaboration, court reporting, electronic, multicultural, presentations, speaking, writing); curriculum (colleges and universities, elementary, graduate, junior high/middle school, postsecondary/community college, secondary/high school); document design and production (graphics, keyboarding, page design, reprographics, typography, word processing); general educational issues (administration, counseling, international education, standards); information systems (data security, database management, decision support systems, electronic imaging, end-user computing, expert systems, hardware, networks, optical disk, records management, software, systems analysis); office management (equipment and supplies, ergonomics and facility management, mail management, support staff); personnel issues (diversity, ethics and law, occupational information, performance evaluation, professional development, temporary staffing, work behavior); research methodology/issues; teaching issues (classroom management, diverse populations, instructional technology, student organizations, student recruitment, teacher preparation, teacher performance, testing and evaluation); teaching strategies (adult learners, business education, cooperative education, global/cultural awareness, technology education, vocational education); and training and development (instructional design, performance improvement, program evaluation, workplace impact). An author index is also included. (MN)

ED 411 421   CE 074 720

Osipow, Samuel H.; Fitzgerald, Louise F.
Theories of Career Development. Fourth Edition.
PUB DATE- 96
NOTE- 353p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Adult Development; *Career Choice; *Career Development; *Career Education; Classification; Comparative Analysis; Context Effect; *Counseling Psychology; *Counseling Theories; Educational Psychology; Educational Theories; Employed Women; Individual Needs; Mental Health; Minority Groups; Occupations; Personality Traits; Self Concept; Social Influences; Social Systems; Systems Approach; Values; *Vocational Adjustment; Vocational Education
IDENTIFIERS- Dictionary of Occupational Titles; Holland Occupational Classification System; Minnesota Occupational Classification System III; Roe Occupational Classification

This book describes and assesses the major theories of career choice and related research. The following are among the topics examined: history of vocational and career psychology (historical foundations; psychoanalytic conceptions of career choice; the Ginzberg, Ginsburg, Axelrad, and Herma theory; Tiedeman's developmental theory; recent history in vocational psychology); occupational classification systems (Roe's occupational classification system, Holland's system, the Dictionary of Occupational Titles, the Minnesota Occupational Classification III); theoretical concepts and definitional issues (concepts and issues related to career, vocational choice, career choice, and vocational adjustment); Holland's career typology theory of vocational behavior; developmental information is provided for each resource material: publication type, title, author, publication date, publisher. Concluding the guide are the addresses of the 11 publishers of the materials cited. (MN)

ED 411 438 CE 074 764

General Marketing. A Guide to Resources.
PUB DATE- 97
NOTE- 109p.; For a related document, see ED 386 546.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Business Education; Competence; *Competency Based Education; Economics; *Employment Qualifications; Financial Support; Human Resources; Information Management; *Marketing; Merchandising; Money Management; *Resource Materials; Retailing; Risk Management; Salesmanship; Technology

This guide, which was written for general marketing instructors in Ohio, lists more than 600 resources for use in conjunction with the General Marketing Occupational Competency Analysis Profile. The texts, workbooks, modules, software, videos, and learning activities packets listed are categorized by the following topics: human resource foundations, marketing and business foundations, economic foundations, promotion, risk management, distribution, pricing, financing, product and service development and operations, purchasing, marketing information management, and technology. Among the competencies for which resource materials are listed are the following: demonstrate professional relations with employers, customers, and coworkers; demonstrate written and oral communication skills; demonstrate management and leadership; examine business ownership; examine cost-profit relationships; analyze economic indicators and trends; prepare a promotional campaign; perform point-of-sale functions; minimize external and internal theft; follow safety precautions; demonstrate knowledge of risks; examine distribution alternatives; receive, store, and manage inventory; determine selling prices; examine financial considerations for businesses; perform financial functions; purchase products and services; conduct market research; develop a marketing plan; and examine technology in marketing. The following information is provided for each resource material: publication type, title, author, publication date, publisher. Concluding the guide are the addresses of the 11 publishers of the materials cited. (MN)

ED 411 439 CE 074 765

Bidwell, Sheri E.
Helping Teachers Connect Academics to the Workplace: An Implementation Guide for Teacher Worksite Externships.
SPONS. AGENCY- Ohio State Dept. of Education, Columbus. Div. of Vocational and Adult Education.
PUB DATE- 97
NOTE- 145p.; For a related student guide, see CE 074 766.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

Qualifications Framework levels; reference to the National Reporting System; states' accredited curricula aligned to the National Reporting System; states' language, literacy, and numeracy support services; and annotated list of 19 recommended resources. Contains 13 references and a list of recommended readings and a glossary. (MN)

ED 411 456 CE 074 792

Prepare To Integrate Academic & Vocational Curriculum. Preparing Better Teachers for Tomorrow Series.
PUB DATE- 97
NOTE- 52p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Academic Education; Classroom Techniques; Competence; *Competency Based Teacher Education; Course Content; Higher Education; *Integrated Curriculum; Learning Activities; Learning Modules; Lesson Plans; Secondary Education; Teaching Methods; *Vocational Education; *Vocational Education Teachers

This module is a performance-based teacher education learning package focusing on preparing better teachers for tomorrow. The module addresses new professional competencies needed by tomorrow's vocational-technical and other career-related teachers and instructors. It provides four learning experiences that integrate theory and application: (1) explain why all teachers should relate their instruction to the world of work and everyday life; (2) describe the characteristics and features of high-quality, integrated academic and vocational education programs; (3) identify the important roles of teachers, administrators, and others in implementing integrated curriculum; and (4) demonstrate readiness to begin integrating academic and vocational curriculum. Each culminates with criterion-referenced assessment of the learner's performance of the specified competency. This module is designed to prepare both academic and vocational teachers to work together to integrate their curriculum. Each of the four learning experiences includes an enabling objective based on the module's performance objectives; several activities; feedback; and a list of resources. The readings and activities are intended to help prospective or inservice teachers understand why it is important for all teachers to relate their subject matter to everyday life and the world of work. Case studies and program summaries present the characteristics of high-quality integrated educational programs. (KC)

ED 411 457 CE 074 794

Hogan, Lyn A.; Erden, James Van; Mower, Eleanor; Patel, Apurva; Mitchell, Steve
Blueprint for Business. Reaching a New Work Force.
PUB DATE- 97
NOTE- 49p.; Product of the Welfare to Work Partnership.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adult Education; Agency Cooperation; Economically Disadvantaged; Employer Employee Relationship; Employment

ED 411 474 CE 074 845

Greenleaf, Connie; Gee, Mary Kay; Ballinger, Ronda
Authentic Assessment: Getting Started.
SPONS. AGENCY- Office of Vocational and Adult Education (ED), Washington, DC. National Workplace Literacy Program.
PUB DATE- 97
NOTE- 56p.; For related documents, see ED 402 464-468, ED 403 389-392, CE 074 843-846, CE 074 848, and CE 074 851.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Adult Basic Education; Check Lists; *English (Second Language); Evaluation Methods; Informal Assessment; *Literacy Education; Performance Based Assessment; *Portfolio Assessment; Portfolios (Background Materials); Self Evaluation (Individuals); *Student Evaluation; Workplace Literacy; Writing Evaluation
IDENTIFIERS- *Authentic Assessment

Intended for instructors of English as a Second Language (ESL), adult basic education, and workplace literacy, this manual focuses on three questions: What is authentic assessment? What are the steps in planning authentic assessment? How is the learner involved? Section 1 discusses some components of authentic assessment. In doing so, it addresses these questions. Part 1 on what authentic assessment is lists types of assessment and provides a teacher checklist that serves as a guide in designing authentic assessments and a checklist that guides teacher observation of student class participation. Part 2 discusses the five steps in planning authentic assessment. An example of a rubric that could be used to evaluate whether a student has mastered a specific objective is provided. Part 3 focuses on how the learner is involved. Some suggestions for topics to discuss during the self-assessment are listed. Examples of self-evaluation checklists and a group self-evaluation that would follow a cooperative learning experience follow. Section 2 contains examples of authentic assessment forms for all subject areas and levels of learner: writing assessments; workplace ESL test; oral interviews; literacy screening; performance tasks; assessments for problem-based learning; portfolios; self-assessments; and workplace assessment strategies. (YLB)

ED 411 475 CE 074 846

Greenleaf, Connie; Gee, Mary Kay
HOMES Unit: Key Concepts, Student Objectives, Annotated Bibliography.
SPONS. AGENCY- Illinois Univ., Urbana. Dept. of General Engineering.
PUB DATE- 97
NOTE- 13p.; For related documents, see ED 402 464-468, ED 403 389-392, CE 074 843-845, CE 074 848, and CE 074 851.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Adult Basic Education; *Adult Literacy; Adult Students; Behavioral Objectives; Citations (References); *High Interest Low Vocabulary Books; *Housing; Instructional Materials; *Literacy Education; *Reading Instruction; Reading

Educators, concerned with disturbing trends in school failure, are arguing for more learner-centered models of schooling. Such a reform effort requires set principles that emphasize the active and reflective nature of learning and learners; 14 such principles are reported here. The immediate goal of this report is to provide a framework that can aid current educational reform and school redesign efforts. These psychological principles pertain to the learner and the learning process and focus on psychological factors that are primarily internal to, and under the control of, the learner rather than being dependent on conditioned habits or physiological factors. The principles are divided into various factors that influence learning: metacognitive, motivational and affective, developmental and social, and individual differences. The nature of the learning process, the construction of knowledge, the context of learning, the intrinsic motivation to learn, the developmental and social influences on learning, learning and diversity, and standards and assessment are some of the principles defined here. All of the principles can be applied to all learners--from children, to teachers, to administrators, to parents, and to community members involved in the educational system. (RJM)

ED 411 494 CG 028 061

Kirby, Judy; Marvin, Mary Jo
The Power of Prevention, Action Makes the Difference. Crime Prevention Month, October 1997.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 97
NOTE- 123p.; Wall poster in rear pocket of document not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Community Programs; Cooperative Programs; *Crime Prevention; Elementary Secondary Education; *Information Dissemination; Propaganda; School Security

This resource guide, noting that October is crime prevention month, calls upon everyone to commit to working on at least one of three levels--family, neighborhood, or community--to drive drugs and violence from the world. Ways in which individuals can fight crime are presented, as well as materials for publicizing crime prevention month. The resource guide explores the desirability of crime prevention and the effects that a grassroots, collaborative approach can wield in people's lives. An overview of crime statistics is given, featuring statistics on crimes involving young people, drug use, firearms, and crimes of abuse in families. Some of the effective partnership programs that attempt to reduce crime, such as a church-watch cooperative effort that tries to protect churches from arson, are briefly described. Also included are overviews of youth partnerships for prevention and different tools for prevention, such as planning a neighborhood watch meeting and citizen patrols. Tips on investigating crime prevention on the Internet are offered, as are ideas on raising funds for prevention. To publicize crime prevention month, sample press releases and more than 30 reproducible brochures, articles, posters, and activity sheets are provided. Contains a list of licensed educational products, and selected resources from the National computer skills but will focus on conferencing about writing. (CR)

ED 411 515 CS 215 958

Zerger, Sandra
"This is Chemistry, Not Literature": Faculty Perceptions of Student Writing.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the Conference on College Composition and Communication (48th, Phoenix, AZ, March 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Faculty; *College Students; Higher Education; Instructional Development; Language Role; *Teacher Attitudes; Teacher Surveys; Teaching Assistants; *Writing across the Curriculum; *Writing Attitudes; Writing Research
IDENTIFIERS- *Faculty Attitudes; *Writing Quality; Writing Thinking Relationship; Writing to Learn

A preliminary study examined what kind of writing goes on at a the university: what faculty assign; how they see the function of writing; and what they see as "good" writing. Survey respondents were 1300 regular faculty and teaching assistants in the liberal arts and sciences, with follow-up interviews of 17 selected faculty. The 103 item survey and interviews were voluntary; the return rate was almost 15% (107 of 562 faculty and 84 of 741 teaching assistants). Results indicated most faculty's use of writing in the classroom is of the learning-to-write variety--only sparse samples of writing-to-learn practices were found. Findings suggest that, while some faculty are concerned about writing, they may not be able to make their implicit understandings of writing explicit; nor are all aware of the broader potential of writing for their teaching. Faculty vary in how they view the function of writing: many regard it as a way for students to display what they know in the course; a few see it as a way for students to learn what they did not know before; and some understand it to be an intrinsic element of their discipline. The language teachers used to characterize good writing varied by discipline; those in the arts used words like "creative," "imaginative"; those in the humanities used "vivacious" and "eloquent"; those in the sciences used "analytical" and "theory-driven." (Contains 9 references, an outline, and a factor analysis of terms for "good writing".) (CR)

ED 411 516 CS 215 961

Large, Carol M.; Maholovich, Wendy A.; Hopkins, Laura J. Menig; Rhein, Dee M.; Zwolinski, Lorie J.
Improving and Motivating Children's Writing.
PUB DATE- 97
NOTE- 94p.; M.A. Project, Saint Xavier University and IRI/Skylight. Some pages contain blurred or light type that may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Childrens Writing; Classroom Techniques; Elementary Education; Program Development; Skill Development; Special Education; *Student Motivation; *Writing Improvement; *Writing Instruction; Writing Processes; *Writing Skills; Writing

How Grammars of English Have Missed the Boat: There's Been More Flummoxing Than Meets the Eye.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *English; *Grammar; *Grammatical Acceptability; Higher Education; *Language Usage; Language Variation
IDENTIFIERS- *Grammarians

The possibility should be considered that English grammar has been misanalyzed for centuries because of grammarians' accepting fundamentally flawed assumptions about grammar and, even more so, about the history of English--and that this has resulted in a huge disconnect between English grammars and the genius of English that really exists. The development of the information age and of English as a world language means that such lapses have greater import than formerly. But what is available on the shelves has fallen into sufficient discredit for grammar to have forfeited its place in the curriculum, unrespected and little heeded by the brighter students. An adequate approach might offer some insight as to why "grammar gurus" unwittingly write things contrary to their own prescriptions. Many grammarians "lamely" resort to referring to good English as "standard English," as though there were an English language academy or other body authorized to "standardize" it. It is a vain and losing battle to contend against technically natural processes like making "lay" a contraponent, making "loan" a causative verb, and using "less" for "fewer." (Contains 13 notes.) (RS)

ED 411 535 CS 215 997

Baker, M.; Block, C.; Borla, L.; Dietrich, G.; Hockett, M.; Holly, Thad
Editor in Chief, Level A-1: Grammar Disasters and Punctuation Faux Pas. Diskette.
PUB DATE- 97
NOTE- 0p.; For level B1, see CS 215 998; for level C1, see CS 215 999. For printed book versions of these materials, see ED 402 601-603.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- s" (Walter M. Brasch); and "Damon Runyon" (Guy Szuberla). (NKA)
DESCRIPTORS- Critical Thinking; *Editing; *Grammar; Intermediate Grades; *Language Usage; *Punctuation; Spelling; Writing Processes; *Writing Skills
IDENTIFIERS- Error Monitoring

Providing grades 4-6 students with practice and reinforcement in editing for capitalization, grammar, spelling, vocabulary, usage, and content, this computer software program contains over 30 written accounts that have been sequenced from easier to more difficult. The program has 3 levels of play: beginning, intermediate, and advanced. At each level of the program, users must find all the grammar, punctuation, and usage errors in each story. At the intermediate and advanced levels of the program, users must also edit each story for content errors so that it agrees with its illustration and caption. To correct a story in the program, the user highlights an error and finds the rule that has been broken; after the user selects the correct rule, the computer automatically corrects the error. When all errors have been fixed, users of the program may play

ED 411 554 CS 509 585

Borden, Amanda W.; Shipley, David Stiles
The Interdisciplinary Core Communication Course: A Tool for Promoting University-Wide Fulfillment of the Oral Proficiency Requirement.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Core Curriculum; Course Descriptions; Cultural Context; *Curriculum Development; Higher Education; *Integrated Curriculum; Interdisciplinary Approach; Journalism Education
IDENTIFIERS- *Communication Competencies; *Samford University AL; Speaking Across the Curriculum

A pilot for "Cornerstone," a new core curriculum at Samford University that aims for a more deliberate inclusion and consistent coverage of communication competence, was launched to coincide with the university's sesquicentennial celebration in 1992. The Cultural Legacies component of Cornerstone dealt with instruction in speech communication and was a two-part sequence of courses taught over a 3 year period. The Communication Workshop 3-hour course requirement ties speaking and writing assignments to the content of Cultural Legacies. The Cornerstone curriculum is being phased out, but its proposed replacement carries over many attributes of Cornerstone. The proposed Communication Arts sequence is modeled heavily on the Communication Workshop with the addition of instruction and practice in computer literacy. The Journalism/Mass Communication Department acknowledged gaps and deficiencies in its own courses of study and developed an integrated, skills-based course of study that specializes only at the junior and senior levels. The communication faculty hopes to add a speaking across the curriculum program to complement that already established in writing across the curriculum. Appendixes present the Cornerstone curriculum, a sample syllabus for the Communications Workshop, a sample syllabus for two Communications Arts courses, and the new curriculum for the Journalism/Mass Communication department. (RS)

ED 411 555 CS 509 588

Johnson, Orin G.
Imaginative Approaches to Teaching the Basic Public Speaking Course: Roundtable Discussion.
PUB DATE- 97
NOTE- 30p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Assignments; Class Activities; *Communication Skills; Higher Education; *Introductory Courses; *Public

Improving the quality of management is widely cited as one of the keys to school improvement. In the United Kingdom, the Teacher Training Agency (TTA) identifies the quality of management at the headteacher and middle-management levels as an essential area for development. This book supports the personal and professional development required for making the transition from classroom teacher to middle manager. The chapters, arranged in 5 parts, draw on the contributors' experiences as middle managers, researchers, and teachers working with schools on school-improvement issues. Chapters include the following: (1) "Middle Management at the Centre of School Improvement" (Ian Terrell); (2) "Competence, Reflection, and Improvement" (Ian Terrell); (3) "The Wider Contribution to the Teacher Profession" (Marilyn Leask); (4) "Values, Beliefs, Vision: Where Do You Stand?" (Marilyn Leask, Ian Terrell, and Gill Venn); (5) "The Nature of Organisations" (Ian Terrell); (6) "International Perspectives" (Australia: Laurie Wheldon; The Netherlands: Bert Creemers; Norway: Trond Hauge; Singapore: Low Guat Tin and Lim Lee Hean; Sweden: Mikael Alexandersson and Rolf Lander; USA: Doris Henry; Ghana: I. T. Oferi; Israel: Batia Brauner); (7) "Leadership from the Middle" (Ian Terrell); (8) "Getting the Best Out of Your Staff" (Ian Terrell); (9) "Talking About Good Teaching and Learning" (Gill Venn); (10) "Raising Attainment Through Improving Teaching and Learning" (Ian Terrell, Kath Terrell, and Steve Rowe); (11) "Turning Your Vision to Action: The Planning Process" (Marilyn Leask); (12) "Keeping Up the Momentum: Evaluating and Monitoring Your Plans" (Marilyn Leask); (13) "Making Time for Management" (Ian Terrell and Kath Terrell); (14) "Administration" (Marilyn Leask); (15) "Finance and Material Resources" (Paul Tompkins); (16) "The Selection of Staff" (Kath Terrell); and (17) "Your Future" (Marilyn Leask). The appendix contains principles of effective teaching and learning from the Queensland (Australia) Department of Education. An index, 15 figures, and 29 tables are included. (Contains 190 references.) (LMI)

ED 411 575   EA 028 606

Weindling, Dick; Wallace, Mike
Leading and Managing Schools in the Post-Reform Era.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Centralization; Decentralization; *Educational Administration; Elementary Secondary Education; Foreign Countries; *Leadership; *Management Development; *School Administration; School Based Management; School Restructuring
IDENTIFIERS- *United Kingdom

Over the past decade, the United Kingdom's central government education-reform program has created new leadership and management tasks. Key questions have arisen about how leaders will work to achieve the core purpose of their schools. This paper is based on a review of 15 major research studies that examined the impact of recent educational reforms on schools in the United Kingdom. The projects were funded by the Economic and Social Research Council, a central government agency. The paper summarizes some of the key findings from the projects and

Because private schools are often perceived to be more successful in teaching students, many reform proposals for public schools have looked to the private sector for models to emulate. This booklet contains national data that compare public and private schools along a number of important dimensions. The discussion begins with an examination of two fundamental differences between public and private schools: their sources of support and the role of choice in determining where students go to school. Next is a description of the characteristics of teachers and students and how they differ in the public and private sectors. Following that is a comparison of selected aspects of the organization and management of public and private schools, including school and class size and who makes policy decisions for the school and classroom. Next, the varying circumstances under which teaching and learning take place in public and private schools (the school climate) are examined. The final sections describe differences in academic programs and support services. Although there is much variation within each sector, aggregate data show that public school students present their schools with greater challenges than do their private school counterparts. Overall, teachers in public schools are more likely than their private school counterparts to have certain attributes that are thought to contribute to effective teaching. Public school teachers earn more and receive more benefits. Despite poorer pay, private school teachers as a group are more satisfied than public school teachers with their jobs. Finally, private school students take more advanced courses than do public high school students. Eight figures and 16 tables are included. (Contains 25 references). (LMI)

ED 411 594 EA 028 631

McDowell, Lena, Ed.; Sietsema, John, Ed.
Directory of Public Elementary and Secondary Education Agencies, 1994-95.
PUB DATE- 97
NOTE- 791p.; For the 1988 directory, see ED 306 690.
LANGUAGE- English
EDRS Price- MF05/PC32 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Elementary Secondary Education; Enrollment; Instructional Program Divisions; National Surveys; Public Agencies; *Public Education; School District Size; *School Districts; *State Agencies; *State Departments of Education

One of the major responsibilities of the National Center for Education Statistics (NCES) is to report on the condition of public elementary and secondary education in the United States. In support of this mission, NCES collects from state education agencies selected data items about all the public elementary and secondary schools and education agencies in the 50 states, the District of Columbia, and the 5 outlying areas: American Samoa, Guam, Commonwealth of the Northern Mariana Islands, Puerto Rico, and the U.S. Virgin Islands. Information is also provided by the U.S. Department of Defense (DOD) on its dependents schools overseas. The NCES Common Core of Data (CCD) surveys annually collect information on the universe of public schools and education agencies. This publication presents data primarily from the spring 1995 CCD survey. The introduction contains several tables that provide an overview of the patterns of elementary/secondary education agencies within the reporting states. They are followed by the listing of education agencies, organized by state and type of agency. The directory

Koehmstedt, Steve; Edman, Jeff; Contreras, Angel; Campisi, Catherine; Longmore, Paul; Kilbourne, Joan
Campus to Career Mentor Project for Students with Disabilities. Project Manual.
SPONS. AGENCY- Office of Special Education and Rehabilitative Services (ED), Washington, DC.
PUB DATE- 97
NOTE- 127p.; Diskette not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Brainstorming; Career Education; *Career Guidance; College Students; *Disabilities; *Education Work Relationship; Higher Education; Integrated Services; Interaction; *Mentors; Portfolio Assessment; Program Evaluation; Self Determination; Student Development; Student Educational Objectives; Student Personnel Services; Transitional Programs
IDENTIFIERS- California State University; University of California

This project attempted to improve the career preparedness of college students with disabilities by providing them with career transition workshops and professional mentors. Major activities included: (1) recruitment and matching of 58 students with disabilities and 46 mentors, combined with mentor training; (2) workshops for staff and students about project services; (3) job shadowing and summer work experiences at the mentors' workplaces; (4) ongoing interaction between mentor and students; (5) student-developed career portfolios; and (6) project evaluation and dissemination. The project was implemented at five campuses of the University of California and California State University. Emphasis was on integrating project services with existing campus services. This manual explains how students and counselors used the portfolio process to identify career issues, address them, and plan transition to work. The use of brainstorming techniques to develop self-determination skills is also addressed. Also analyzed is the mentor and student interaction, along with guidelines for mentors. The manual summarizes the project's activities in providing work experience, on-going outreach, and evaluation. Project evaluation indicated project activities were accomplished, but limitations were found due to the multiple sites involved, and inappropriateness of the workshops for students. Appended are recruitment materials, information about ongoing outreach, the guidelines for the portfolio process, and details of project administration. A diskette includes selected materials from the manual. (DB)

ED 411 614 EC 305 791

Prouty, Robert, Ed.; Lakin, K. Charlie, Ed.
Residential Services for Persons with Developmental Disabilities: Status and Trends through 1995. Report #49.
SPONS. AGENCY- Administration on Developmental Disabilities (DHHS), Washington, DC.
PUB DATE- 96
NOTE- 272p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Foster Care; Adults; Children; Community

employers, presenting oneself in the best light, advocating for more assistance from service providers, using legal protection in a non-adversarial way, and action planning. Appendices include copies of all handouts and all overheads for the workshop. (CR)

ED 411 631 EC 305 821

Haensly, Patricia A.; Lehmann, Patricia
Nurturing Minority Adolescents' Giftedness through Facilitating Individual "Voice".
PUB DATE- 97
NOTE- 25p.; Paper presented at the World Conference of the World Council for Gifted and Talented Children, Inc. (12th, Seattle, WA, August 1, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Black Students; *Cultural Differences; Earth Science; Educational Strategies; Enrichment Activities; Geophysics; *Gifted; Grade 8; *High Risk Students; Hispanic Americans; Journal Writing; Junior High Schools; *Minority Groups; Peer Relationship; Resident Camp Programs; *Science Instruction; *Self Expression; Student Empowerment; Summer Programs

This paper describes how a geosciences summer program for 50 Hispanic and Black eighth graders with high potential from at-risk backgrounds, planned and executed activities designed to empower these youth by teaching them strategies to develop effective "voice," while concurrently nurturing abilities and inspiring significant career aspirations. To have "voice" is defined as being able to express and test ideas, beliefs, and attitudes with a responsive audience with assurance that others are listening and perceiving the person as credible, with potential to affect decisions and outcomes favorable to the ideas, beliefs, and attitudes expressed. Specific program strategies designed to achieve these goals included: (1) a period of each day assigned to a brief journal writing session, in which the youth were expected to respond to the prompt of the day that related to science or math growth, specific experiences in the environmental science curriculum, and personal growth, feelings and attitudes; (2) peer interaction among the youth, who were from six different school/urban sites, promoted through team-based geoscience field experiences and problem solving, and through leisure activities; and (3) relaxation and leisure group activities, as well as evening discussion sections, guided by camp staff and the director. The personal attention of caring teachers was, perhaps, the lynch pin that made all of the strategies planned so successful that without exceptions campers left expressing in various ways that this summer month was one of the most important experiences of their lives to date. (Contains 24 references.) (CR)

ED 411 632 EC 305 822

Eisenman, Laura T.; Hughes, Carolyn
Integrated Academic and Occupational Curricula: Identifying Valid Indicators for Secondary Classrooms Serving Students with and without Disabilities. Final Report.
SPONS. AGENCY- Special Education Programs (ED/OSERS), Washington, DC.
PUB DATE- 97

This book contains papers on learning disabilities based on presentations made at the "Summit on Learning Disabilities: A National Responsibility," held in September 1994. The first section provides an overview and includes "The State of Research" (G. Reid Lyon). The second section focuses on education and includes: "Preventing Early Reading Failure" (Benita A. Blachman); "Public Policy: An Agenda for the Future" (Edwin W. Martin); "Strategies for Implementing Policies" (Barbara K. Keogh); "Head Start and Young Children with Learning Disabilities" (Helen Taylor); "Implementing Effective Instruction" (Louisa Cook Moats); "Academic Accommodations: A Personal View" (Shelley Mosley Stanzel); "Education Reform: A Child-Centered Perspective" (Waldemar Rojas); "A Developmental Pediatric Perspective on Neurologically Based Specific Learning Disabilities" (Pasquale J. Accardo); "A Separate and Unequal Education for Minorities with Learning Disabilities" (Joseph P. Shapiro); and "Strengthening the Profession" (Douglas Carnine). The third section addresses labor issues and includes: "Research Directions Leading toward Inclusion, Diversity, and Leadership in the Global Economy" (Noel Gregg); "Accommodations Workers with Learning Disabilities" (Marcia B. Reback); "Center for Excellence: Learning Disabilities in the Workplace" (Gary F. Beasley); "The Four R's: Recognition, Remediation, Rehabilitation, and Reasonable Accommodation" (Glenn Young); "Employment: A Research Review and Agenda" (Susan A. Vogel); "Building Bridges" (Neil A. Sturomski); "Dyslexia to Pluslexia" (Delos R. Smith); "Information, Illustration, and Inspiration" (Richard C. Strauss); "The Emotional Toll" (Sally L. Smith); and "Employment Realities and Priorities" (Paul L. Gerber). The next section highlights justice issues and includes: "Shaping Public Policy" (Judith E. Heumann); "The Justice System" (Carolyn R. Eggleston); "Review of Research on Learning Disabilities and Juvenile Delinquency" (Dorothy Crawford); "The Americans with Disabilities Act of 1990: Effects on Students with Learning Disabilities" (John L. Wodatch); "The Link between Learning Disabilities and Behavior" (G. Emerson Dickman); "Reducing School Failure and Preventing Criminal Behavior" (Thomas P. McGee); "Academic Performance and Its Relationship to Delinquency" (Eugene Maguin and Rolf Loeber); and "Learning Disabilities in Perspective" (Mark J. Griffin). The fifth section focuses on health and human services and includes: "Learning Disabilities as a Public Health Concern" (Duane Alexander); "Unlocking Learning Disabilities: The Neurological Basis" (Sally E. Shaywitz and Bennett A. Shaywitz); "Advocacy" (Patricia Glatz); "Attention-Deficit/Hyperactivity Disorder" (Jack M. Fletcher and Bennett A. Shaywitz); and "Research Implications for Health and Human Services" (Melinda Parrill). The last section includes the paper "Looking to the Future" (Shirley C. Cramer). (Each paper contains references.) (CR)

ED 411 650 EC 305 842

Vaughn, Sharon; Bos, Candace S.; Schumm, Jeanne Shay
Teaching Mainstreamed, Diverse, and At-Risk Students in the General Education Classroom.
PUB DATE- 97
NOTE- 550p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010), Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Problems; *Disabilities; Diversity

as a measure of reading comprehension. The classroom trade book intervention took place over 12 weeks, and attitude and comprehension measures were re-administered. Although the cooperating teacher did not follow through on a number of elements in the experiment, including proper recording of voluntary reading and modeling of reading for pleasure, five students in the intervention group persisted in recording their reading habits. All read in series; one read 78 books. The intervention group had significantly higher comprehension scores, although all scores remained low. Contains 31 reference. (MSE)

ED 411 668 FL 024 572

Ma, Lin
English Learning: An Analysis of Chinese Students' Problems in Pronunciation.
PUB DATE- 94
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Acoustic Phonetics; Adult Learning; College Students; Contrastive Linguistics; Difficulty Level; *English (Second Language); Foreign Students; Higher Education; *Language Patterns; Language Research; Mandarin Chinese; Native Speakers; North American English; *Phonetics; *Pronunciation; Second Language Learning; Sex Differences; Sound Spectrographs; *Vowels
IDENTIFIERS- *Chinese People

A study investigated to what extent adult native speakers of Mandarin Chinese learning English as a second language could pronounce the five front vowels of American English, how difficult this was, and which vowels were most difficult. Subjects were 16 Chinese university students and spouses and 16 American students. All subjects were recorded producing five words ("beat, bit, bait, bet, bat") in the sentence "I say------ now." Production was digitized and the frequencies analyzed using a sound spectrograph. Results are presented separately for male and female subjects. They indicate that Chinese speakers were successful in producing native- or near-native-like frequencies for several phonemes and a diphthong. In the case of two phonemes, there was little difference between Chinese and native productions. Some conclusions were: among the five American English front vowels, /ey/ and /ae/ are the easiest ones for adult Mandarin Chinese speakers to pronounce; and /iy/ lies in the middle of the scale of difficulty. Contains 59 references. (MSE)

ED 411 669 FL 024 622

Viswat, Linda J.; Jackson, Susan A.
The Effect of Strategies Training on Student Errors on a Listening Cloze.
PUB DATE- 94
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Journal Articles (080),Reports - Research/Technical (143)
DESCRIPTORS- *Cloze Procedure; College Students; *English (Second Language); Error Analysis (Language); *Error Patterns; Higher Education; Instructional Effectiveness; *Learning Strategies; Listening Comprehension; *Listening Skills; Second Language

difficulties in this process are inherent in the language differences: use of letters vs. ideographs; letter-sound correspondence; clear boundaries between words; and the structure of printed language. Parents planning to teach their children English readings skills should familiarize themselves with three major teaching techniques for reading: phonics, "look-say," and the whole language approach. A survey of 22 English-speaking parents in Japan who taught their children to read English in this context reveals how family home language use and the structure and materials of reading lessons correlate with reading achievement, and shows that parental determination is a significant factor in child reading achievement. General principles for effective teaching include: daily reading; tailoring teaching style to the child's needs; teaching writing alongside reading; and positive reinforcement. Motivating activities are also useful. Sources for instructional materials are listed. Contains 29 references. (MSE)

ED 411 688 FL 024 741

Garrott, Carl L.
Cultural Descriptors of Hispanics by African American University Students of Spanish.
SPONS. AGENCY- Hampton Univ., VA.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Attitude Change; Attitudes; Black Colleges; *Black Students; College Students; *Cultural Traits; *Hispanic Americans; *Minority Groups; Second Languages; Spanish; *Spanish Speaking; *Stereotypes
IDENTIFIERS- African Americans

A study conducted in a predominantly black university investigated the ways in which African American students of Spanish described Hispanics, and changes in these perceptions across Spanish language instructional levels. Subjects were 26 students in Spanish 101, 25 in Spanish 102, and 26 in Spanish 201. Measures used were a semantic differential technique (Osgood, Suci, Tannenbaum, 1957) for ethnic descriptions and a Bogardus Social Distance Scale (Bogardus, 1925). Results indicate that Spanish 101 students characterized Hispanics as poor, impulsive, excitable, good, sociable, dishonest, proud, aggressive, and clean. Spanish 102 students saw them as good, excitable, graceful, happy, kind, proud, generous, sociable, strong, and humorous. Spanish 201 students perceived Hispanics as good, strong, sociable, poor, excitable, clean, proud, and graceful. Early learners appear to deduce the concept "Hispanic" from stereotypes; later learners armed with knowledge and experience attribute fewer stereotypical characteristics. Semantic differential results suggest that increased language study and/or cultural exposure does not increase positive concepts of Hispanics. Possible explanations for these apparently contradictory results are offered, and areas for further research are outlined. Data tabulations are appended. Contains 31 references. (MSE)

ED 411 689 FL 024 783

Holmes, Madelyn, Ed.
Teaching Foreign Languages.
PUB DATE- 97

responsibility to contribute to the conference; and providing a text copy. Text reading strategies include: prioritizing issues to be addressed; following the student's agenda; and explaining editing marks. Revision negotiation strategies include: demanding feedback; having the student describe how a writing choice meets audience expectations; using models and examples to introduce unknown writing skills; and requiring on-the-spot reformulation and a specific plan of action. Some organizational problems in writing are also discussed. Contains seven references. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 708 FL 801 183

Spiegel, Seymour; Rayman, Irene C.
Crossroads Cafe: An ESOL Program for Adult Learners. Formative Evaluation Study, Summer 1996 Pilot Implementation.
SPONS. AGENCY- New York State Education Dept., Albany.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cultural Pluralism; Curriculum Design; *Distance Education; *Educational Television; *English (Second Language); Independent Study; Limited English Speaking; *Literacy Education; Program Descriptions; Program Evaluation; Publishing Industry; Second Language Programs; State Departments of Education; Videotape Recordings

The reports presents findings of a formative evaluation of "Crossroads Cafe," an adult-level distance learning program designed to teach English to speakers of other languages (ESOL). The study focused on how 22 programs were implemented in 6 different regions of New York State. The program is a collaborative efforts of the Department of Education, State Education Departments of California, Florida, Illinois, and New York, a nonprofit educational television production consortium, and a textbook publisher. The 22 pilot programs served 755 learners. The learning program, designed to teach learners without a teacher present, targets individuals literate in their native language and with some proficiency in both oral and written English, consists of 26 half-hour episodes about six ethnically diverse characters whose lives intersect at a neighborhood restaurant. Videos are supported by work units with language exercises and two resource books for teachers. A partner guide offers suggestions and reproducible masters for an English-proficient non-professional friend or family member to guide the learner. The pilot study used three instructional models (classroom, distance learning, and hybrid). It demonstrated the relative ease of establishing ESOL instruction using these models. Recommendations for improvement are noted. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

ED 411 709 FL 801 185

Burns, Anne; Joyce, Helen
Focus on Speaking.
PUB DATE- 97
NOTE- 145p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Classroom Techniques; Diagnostic

Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Affirmative Action; *College Faculty; *Educational Attitudes; *Engineering Education; Faculty; Geographic Location; Higher Education; *Minority Groups; Private Colleges; Public Colleges; School Size; Teacher Attitudes
IDENTIFIERS- Faculty Attitudes; *Minority Engineering Programs

This study examined faculty support for programs that aid minority engineering students. A survey was designed and mailed to faculty at 112 randomly-selected engineering schools. A total of 91 faculty from 30 schools completed the survey. The study found that although there was general support for minority engineering programs (MEPs), there was great variability among the responses. Greatest support was found for financial and academic types of assistance, with less support for clustering of activities. The study also found that faculty from state schools, larger schools, and from schools located in the Midwest tended to give greater support to MEPs than faculty from private schools, smaller schools, and schools located in the East. A copy of the survey questionnaire is appended. (MDM)

ED 411 729 HE 030 448

Crook, David B.
The Effects of Adult Role Configurations on Re-enrollment in College.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Students; Age Differences; *Dropouts; *Employment; Family Influence; Higher Education; *Marriage; Nontraditional Students; *Parent Responsibility; *Reentry Students; *Sex Differences
IDENTIFIERS- National Longitudinal Study High School Class 1972

This study examined the effects of full-time employment, marriage, and parenthood on the re-enrollment in college of individuals who stopped attending college before completing a degree. Data were obtained from the National Longitudinal Study of the High School Class of 1972 (NLS-72), focusing on the initial 7 years of the tracking period, from 1972 through 1979. The study found that women who married or had children were less likely to reenroll in college because of these role obligations, not because of differences in pre-college characteristics, aspirations, college experiences, or earnings. The effects of marriage sharply depressed the odds of a return to college by women, but had no effect on a return to college by men. For both sexes, the probability of a return to college steadily declined with every year since the initial departure, and pre-college characteristics seemed to have little impact on the decision to return to school. (Contains 54 references.) (MDM)

ED 411 730 HE 030 449

A Profile of Incoming Freshman Students at the University of Maryland at College Park, 1996-97. Research Report #10-97.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adjustment (to Environment); Asian Americans; Black Students; College Environment; *College Freshmen; College Preparation; College Programs; *Counseling Services; Employment Opportunities; Graduate Study; Higher Education; Hispanic Americans; Pacific Islanders; Student Behavior; *Student Characteristics; Student Surveys; *Study Skills; *Time Management
IDENTIFIERS- African Americans; *University of Maryland College Park

The report is a comprehensive survey of incoming freshmen at the University of Maryland at College Park (UMCP). The profile includes 2493 new students surveyed during their summer 1997 orientation. The student make-up included 53 percent males and 47 percent females; 64 percent were Caucasian and 36 percent were from minority ethnic or racial groups. Among the minority groups, 14 percent considered themselves African-American and 12 percent Asian/Asian-American/Pacific Islander. Most of the students lived in residence halls. Among the findings were: (1) 57 percent felt high school had prepared them for college while 16 percent said high school had not prepared them well; (2) the most popular reasons for attending college were to get a better job and self-development; (3) most students intended to go on to graduate school; (4) reasons for choosing UMCP included cost, location, programs and reputation; (5) students expected the most difficult adjustment to college to be time management and efficient studying, and the easiest adjustment to be getting to know other students; (6) 46 percent said they would not work during their first year of school; and (7) 70 percent of students said they would likely use counseling services to help with education and career plans. (DM)

ED 411 749 HE 030 524

Murphy, Mary Kay, Ed.
The Advancement President and the Academy: Profiles in Institutional Leadership. Series on Higher Education.
SPONS. AGENCY- Council for Advancement and Support of Education, Washington, DC.
PUB DATE- 97
NOTE- 199p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Administrator Role; Alumni; *Career Development; Career Ladders; Careers; *College Presidents; Colleges; Communications; Fund Raising; Government School Relationship; Higher Education; Information Networks; *Institutional Advancement; *Leadership; Lobbying; Marketing; Mission Statements; Organizational Communication; Private Financial Support; Public Relations; Universities

This book presents 15 essays concerning the growing importance of institutional advancement experience to winning and successfully conducting a college or university presidency.

infusing internationalism and multiculturalism into the educational experience. Publications by economists, education scholars, policy experts, government panels, and higher education and economic agencies are reviewed. Topics addressed and sources cited include: characteristics of the "new" economy and the changing workplace; infrastructure and human resource development; putting research and development to work; expanding access to education; serving underrepresented racial and ethnic populations, working adults and lifelong learners, and rural populations; using technology to improve educational delivery; distance learning; improving undergraduate and graduate education; balancing liberal and professional education; strengthening general education; multiculturalism; internationalism; creating an active learning environment; improving the status of teaching as a profession; math and science education in the public schools; restructuring teacher education programs; university/school partnerships; university research, and collaboration with business and industry; managing university research; financing higher education; new tuition and financial aid models; and managing resources. (Contains approximately 200 references.) (CH)

ED 411 765 HE 030 540

The Higher Education-Economy Tie: A Sampling of Exemplary Programs in the West. Higher Education and the Economy of the West. Working Paper #3.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 92
NOTE- 64p.; For other working papers, see HE 030 538-542. For final report, see HE 030 537.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College School Cooperation; Consortia; Cooperative Programs; Distance Education; Elementary Secondary Education; *Higher Education; Institutional Cooperation; Intervention; Networks; Open Universities; *Outreach Programs; *Partnerships in Education; Public Education; *Regional Cooperation; Regional Planning; Regional Programs; *School Business Relationship; School Community Relationship; Shared Resources and Services; State Programs; Statewide Planning; *Technology Transfer

This paper, one of a series from the Western Interstate Commission for Higher Education's project "Higher Education and the Economy of the West," describes 31 programs in 16 western states that illustrates higher education's contribution to the economy. Four school-university partnerships are described: the Pueblo School District 60/University of Southern Colorado Alliance, the California Academic Partnership program, the Puget Sound Educational Consortium, and the Bakersfield (California) College Tech Forestry program. State government-university initiatives include: the Center for the Advancement and Study of Tourism (South Dakota), the Morrison Institute for Public Policy (Arizona), the Utah Partnership for Educational and Economic Development, Total Quality Improvement in the North Dakota University system, and the Spokane Intercollegiate Research and Technology Institute. The small business outreach programs include: the South Dakota Business and Education Institute, the Center for Business and Economic Research (Nevada), the Idaho Small Business Development Center, the Small Business Development Center Network (Hawaii), Minnesota SURE Access, the Montana Entrepreneurship Center, and the Spokane Business Incubator. Technology transfer and workforce

This project was designed to bring the resources of the Internet to a rural high school through the school's media center and to provide training to enough of the faculty and students to facilitate its use. A flexible program for five academic departments requiring only one meeting of each department and utilizing written worksheets geared to four areas of the Internet, Gopher, Telnet, FTP, and the World Wide Web, was designed. Using the SouthEastern Resources Vision for Education as an Internet provider, 18 teachers, an aide and selected students were guided through a 25-week program of Internet basics through self- and individual-guided instruction. A report to the whole faculty and a web page for the school rounded out the project. As a result of the project, resources of the media center were significantly increased and students and teachers were instructed on Internet use. With 58 students responding to a posttest survey on online research, only 24 reported research success more than half the time. Twenty-one of 30 teachers reported success more than half the time. Another result of the project was the addition to the media center of three multimedia encyclopedias and the accessibility of Britannica Online to users. An 18-page report describing the instructional program and giving an extensive list of useful Internet sites was distributed to the entire faculty. In addition, a web homepage was launched, serving as a menu to connect all the most useful areas of the Internet. The survey, Internet search checklist, sample activity sheets, and report to faculty are appended. (Contains 50 references.) (AEF)

ED 411 783 IR 056 263

Wallach, Ruth; McCann, Linda
Weaving the Web into Course Integrated Instruction.
PUB DATE- 96
NOTE- 6p.; A downloaded version of one of 29 conference papers placed on the Internet under the following overall title: "Untangling the Web. Proceedings of the Conference Sponsored by the Librarians Association of the University of California, Santa Barbara, and Friends of the UCSB Library" (Santa Barbara, CA, April 26, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Computer System Design; *Course Integrated Library Instruction; Higher Education; Information Sources; *Instructional Materials; Internet; *Librarian Teacher Cooperation; *Library Role; Library Services; Material Development; Online Searching; World Wide Web
IDENTIFIERS- Home Pages; Web Sites

In the fall 1995, a professor teaching an undergraduate course asked the Reference Center at the University of Southern California to conduct a research session on Dante related resources on the Internet, and to show her students how to search the Dartmouth Dante Project. A simple homepage was created for the class, which listed the course syllabus, the reading assignments, and selected Internet resources related to Dante. Due to the impossibility of telnetting the Dante Project at the time of the class, search screens were downloaded into the class homepage and incorporated into a detailed online search guide, which was distributed as a paper handout. Another project involved showing students in a graduate seminar in French literature how to search ARTFL, a large full text database of almost 2,000 French authoritative texts spanning several centuries. A homepage was created, similar to the one the ALIA. This annual report for 1996 contains the following information: membership; education and training; industrial relations; awards; publishing; association finances; ALIAnet; indigenous people in the sector; branch reports; ALIA Centennial Conference; Australian Library Week; and 1996 calendar of ALIA events. Financial statements for 1996 are also included and an appendix provides detailed income and expenditure by program. Included inside the front cover are 1996 achievements and highlights. (AEF)

ED 411 803 IR 056 629

Carson, Kerry David; Carson, Paula Phillips; Phillips, Joyce Schouest
The ABCs of Collaborative Change: The Manager's Guide to Library Renewal.
PUB DATE- 97
NOTE- 274p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Change Strategies; *Cooperative Planning; *Library Administration; Library Automation; *Library Development; Library Personnel; Library Planning; Organizational Change; Organizational Climate; *User Needs (Information)

As new technologies, changing patron needs, and fluctuations in funding continue to affect libraries of all types and sizes, library administrators and managers realize the need to reevaluate the structure and staffing of their organizations. This book prescribes the steps for moving from traditional to renewed library, including planning, implementing, and surviving change. Positive change and transformation can take place only when everyone in the library organization is involved in planning and implementing change initiatives. The best approach is through collaborative change--involvement and participation of all who will be affected. The book is divided into three parts that discuss how to achieve the ABCs of collaborative change which are: achieving the renewal; building the foundation for renewal; and cementing the renewal. Thirty-seven figures illustrate concepts and 18 sample forms are included throughout the book. (AEF)

ED 411 804 IR 056 631

Raitt, David I., Ed.; Jeapes, Ben, Ed.
Online Information 96. Proceedings of the International Online Information Meeting (20th, London, England, UK, December 3-5, 1996).
PUB DATE- 96
NOTE- 472p.; For individual papers, see IR 056 632-698.
LANGUAGE- English
EDRS Price- MF01/PC19 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Access to Information; Computer Software; Cooperation; Current Events; Databases; Distance Education; Electronic Libraries; Electronic Publishing; Foreign Countries; *Futures (of Society); Information Retrieval; *Information Technology; *Internet; Librarians; Online Searching; *Online Systems; Preservation; Search Strategies; User Needs (Information); *Users (Information); World Affairs

Network from National Informatics Center, Gateway Internet Access Service from Videsh Sanchar Nigam Limited, and SOFTNET from Software Technology Parks India) with their objectives, services and tariff. It discusses the preparedness of India to join the information superhighway by mentioning the activities of various organizations, grouping them broadly under business, directories, investment, newspapers, online information, religious, tourism, exhibitions/conferences, software products and campaign. Discussion then moves to the limitations to Internet access in India by way of infrastructure with limitations on leased lines, expensive hourly usage costs due to lack of tie-ups with Internet companies and gauging the popularity of World Wide Web sites. The paper concludes that the booming Indian information technology market trend encourages the Internet service providers to expand and Internet awareness is on the rise through various seminars/workshops coupled with live demonstrations. (Contains 14 references.) (Author/AEF)

ED 411 821 IR 056 648

Clausen, Helge
Looking for the Information Needle in the Internet Haystack.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Electronic Libraries; Foreign Countries; *Information Retrieval; Information Technology; *Information Utilization; *Internet; Library Automation; Library Development; *Online Searching; Surveys; Technological Advancement; *Users (Information)
IDENTIFIERS- Denmark

This paper presents the results of an empirical survey conducted in the winter of 1995-96 among 413 Danish Internet users (business people, higher education/research and students). Data from a recent Danish Mediacenter Internet survey (n=2981) are also included. Findings indicate that women tend to use the Internet to solve well-defined problems, while men are inclined to serf the net (called "net watching" by serious users). In terms of information retrieval, female Internet users seem to be more goal-directed and convergent; in most cases they stop when the information has been found, while male Internet users have adopted a more divergent/explorative attitude. In this survey, the average user sent 13.3 messages per week (ranging from 0 to 170) and received 21.3 messages per week (ranging from 0 to 1000). Survey respondents subscribed to 5.2 electronic conferences on the average; 59%, however, did not subscribe at all and 24.3% had limited themselves to fewer than six conferences. Most of the respondents were using Internet resources for information retrieval, which, in their opinion has improved the quality of their reference work to some extent; very few respondents expressed negative expectations in terms of the quality of Internet information sources. A recent survey among British business librarians revealed some disadvantages, including a lack of: organized information, information quality, relevant information, and reliable information, as well as too much information. The inevitable access control have predominated. A new approach, access consolidation by the subscription agent, allows libraries the ease of use they seek while giving publishers the control they need. Different levels of access consolidation the agent might provide include: password consolidation, publisher server full-text access consolidation, and agent's server full-text access. (Author/AEF)

ED 411 839 IR 056 666

Webb, Terry
The Internet and Local Online Databases: A "Novum Organum" for Twenty-First-Century Library Science.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Community Colleges; Computer Networks; Databases; Electronic Text; *Information Networks; Information Retrieval; Information Sources; Information Technology; *Internet; Library Automation; *Library Development; Library Materials; *Library Role; *Local Area Networks; *Online Systems; Two Year Colleges; World Wide Web
IDENTIFIERS- *University of Hawaii Kapiolani Community College

In using conventional print, CD-ROM and online resources, librarians are still middlepersons between publishers and users. By exploiting Internet and World Wide Web online technology and developing local databases, libraries can tap new information sources and make them available to local audiences and others dispersed around the world in an online knowledge exchange. The Library at Kapiolani College of the University of Hawaii has produced several Web-based, client/server, full-text and image databases containing unique bodies of information that are pertinent to the mission of the Library and the College, and valuable to students, faculty and other users worldwide. This paper presents some of Kapiolani College's local online databases as potential models for the type of resource that libraries of the future can develop. These databases have greater flexibility of content than print resources and much wider accessibility; overall, they are proving to be more economical. Local online databases like these will help libraries retain their crucial role in collecting and distributing current research in this era of electronic connectivity when the future of libraries is in question. (AEF)

ED 411 840 IR 056 667

Ruiz, Maria Jesus Fernandez; Ullate, Jose Maria Angos; Aguaron, Isaac Bolea
European Public Administration Information Systems on the Internet.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English

*Correctional Education; *Correctional Rehabilitation; Educational Finance; Educational Improvement; Educational Opportunities; Job Skills; *Job Training; *Literacy Education; *Recidivism; Rehabilitation Programs; State Programs; Statewide Planning; Vocational Rehabilitation

IDENTIFIERS- New Jersey

In New Jersey, the corrections system has grown from approximately 6,000 offenders in 1975 to more than 25,000 offenders and more than 19,000 parolees currently. An estimated 70 percent of the incarcerated perform at the two lowest literacy levels. Of the approximately $25,000 spent per offender for each year of incarceration, only 1-2.5 percent of the Department of Corrections' budget is spent on education. Studies show a correlation between education and a reduction in the rate of recidivism. Education does not guarantee rehabilitation, but it can help an offender acquire the necessary skills to succeed upon release. The Corrections Education Task Force advocates expanded and improved educational opportunity to reduce the likelihood of recidivism and deter further criminal involvement. Increased successes in rehabilitation can result from expansion and improvement of educational programs. Modest increases in educational spending can be offset by the significant savings from reduced recidivism. Recommendations call for greater emphasis on education; better data collection to determine the impact of programs; enhanced intergovernmental cooperation to improve operations and linkages with other state education, training, and employment initiatives; expanded and improved program quality and delivery to increase access; improved integration of corrections education programs with other aspects of the institutional environment; and expanded transitional programs. (YLB)

theories of vocational behavior (Super's self-concept developmental theory, aspects of adult career development, a developmental-contextual approach to careers); social learning approaches to career development theory (theory, research evidence, applications); the theory of work adjustment; personality, needs and values, mental health, and careers; social systems perspectives; the career development of women (contemporary theories of women's career development and career adjustment); minority career development (terminology and definitions, concepts and issues, applicability and limits of existing theoretical formulations); applications (career counseling literature, career indecision, career counseling research, career problems); a comparison of theories; and the status of career development. All chapters contain substantial reference lists. (MN)

DESCRIPTORS- Academic Education; Demonstration Programs;
*Education Work Relationship; Faculty Development; *Field Experience Programs; *Inservice Teacher Education; *Integrated Curriculum; Program Implementation; *School Business Relationship; Secondary Education; Teacher Role; Vocational Education; Work Experience Programs
IDENTIFIERS- Ohio

This guide was developed for Ohio's Work SITE Learning Model, a national demonstration project for the integration of academic and vocational learning. The guide is designed to assist schools in conducting effective teacher worksite externship programs that allow teachers to observe workplace practices in order to glean information about academic applications. Following introductory materials that provide a rationale for the integration of academic and vocational education, definitions, benefits, and preliminary considerations, the guide offers 16 steps for developing and implementing a teacher worksite externship program. The guide also contains anecdotal reflections of project participants, and a list of 25 references. Thirteen appendixes, which make up half the document, provide the following samples from the project: tools for selecting worksite externship program participants; guidelines for developing a worksite externship team; a worksite contact sheet; examples of publicity for the worksite externship program; pre-visit correspondence; tools for worksite visits; tools for evaluating the worksite externship program; tools for recognizing and acknowledging contributions of business partners; an integrated instructional plan; an agenda outline for worksite externship visits; an annotated list of seven resources; samples of forms collected from worksites; and a sample Occupational Competency Analysis Profile. (KC)

Practices; *Employment Programs; Federal Government; Federal Legislation; *Incentives; *Personnel Management; Personnel Needs; *Personnel Selection; *School Business Relationship; *Welfare Recipients; Welfare Services

IDENTIFIERS- *Personal Responsibility and Work OPP Recon Act; Welfare Reform

This guide is designed to help U.S. businesses successfully hire and retain individuals moving from welfare to work. Section 1 discusses the different circumstances created by the Personal Responsibility and Work Opportunity Reconciliation Act of 1996 and how those changes affect business. Section 2 reviews bottom-line benefits realized by companies participating in welfare-to-work programs. Section 3 discusses how businesses can take advantage of the Work Opportunity Tax Credit, the new welfare law's wage subsidy program, and indirect incentives for business that help them retain employees. Section 4 debunks the common misperceptions associated with the welfare population, illustrating that they are a diverse population with work experience and the drive to become permanently employed. Section 5 discusses the first steps a business should take when deciding whether to begin hiring public assistance recipients. It provides a step-by-step process to conduct a situational analysis and build a strategic plan leading to success. Section 6 illustrates how businesses can successfully tap into the growing market of intermediary organizations that act as brokers between companies and the public sector to provide businesses with work-ready individuals. It lists successful intermediaries and contact information. Section 7 presents examples of welfare-to-work programs started by small, medium, and large companies. The appendix provides website addresses to access additional welfare-to-work information and resource listings and a glossary. (YLB)

Materials; Supplementary Reading Materials; Teaching Methods; Units of Study

This guide is a proposed unit of instruction for a class composed of adults needing to improve their reading skills. The components include five key concepts with related content goals and adult basic education (ABE) student objectives. The key concepts are as follows: (1) there are many types of homes in the world; (2) people build different kinds of homes for different reasons; (3) there are many varied materials used to build homes; (4) there are many steps in building a home or structure; and (5) homes and buildings are designed to perform certain functions. The major portion of the guide is an annotated bibliography listing four student books, eight teacher resources, two nonprint resources, and nine recommended supplementary materials. Entries include the following information: author, title, publisher, date, and a short description; the listings for teacher resources also provide suggestions for use. The high-interest, low-reading-level publications are accessible to adults reading from the second to seventh grade reading levels. Most of the books are nonfiction, authentic texts that give information of high interest in a user-friendly setting, with many photographs supporting the simplified text. (KC)

Crime Prevention Council. (RJM)

ED 411 495 CG 028 062

Goldman, Linda
Life & Loss: A Guide To Help Grieving Children.
PUB DATE- 94
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Childhood Needs; Children; *Coping; Elementary Secondary Education; *Grief; *Intervention; Parent Materials; *Sadness
IDENTIFIERS- *Loss

Since children experience many losses, adults need a guide through the maze of thoughts and feelings that loss evokes for themselves and their children. This guide is intended to help parents, educators, clergy, and health care professionals handle children's loss and grief issues in an informed, open, and loving way, and to reduce the fear and denial often associated with loss. The text is divided into eight chapters. To set the stage, chapter 1 provides loss and grief statistics for the 1990s and discusses categories of childhood losses, offering suggestions on how to help. Chapter 2 explores the myths surrounding loss and grief with which adults have been raised and chapter 3 explains the four psychological tasks of grief, including the child's developmental understanding from birth to adolescence. Grief resolution techniques that can be used at home, in school, or on the playground are presented in chapter 4. In chapter 5, a story that elaborates what to say and do when a child wants to say goodbye to a dying person is presented. Chapter 6 is intended for educators and chapter 7 contains a list of national resources. The last chapter offers annotations of around 200 titles of further resource material. Includes an index. (RJM)

Strategies; Writing Workshops
IDENTIFIERS- Illinois (Chicago Suburbs); *Writing Motivation

A program was developed and implemented to improve and motivate students' writing in the elementary grades. Research data suggests probable causes for lack of student motivation and progress in writing. These causes include: overloaded and product driven curriculum, lack of appropriate teacher training, time-consuming and subjective grading processes, student frustration, and lack of modeled writing by adults. Subjects were 46 K-3 students in a Chicago suburb, chosen at random. A written language inventory was used to assess pretest (given the second week of September) and posttest (given the second week of January) performance and formally assess written work in student portfolios. Results indicated that the use of writing workshops, a print-rich environment, writing centers, a home writing program, an author's corner, and skill development were effective in increasing student motivation and improving writing skills. Findings suggest that the program implemented was successful due to the manageable design of the plan, ability of the flexible and experienced researchers to make appropriate curriculum decisions and adjustments to daily schedules, and the eagerness of students to explore the world of writing. Even though the targeted population widely ranged in age and ability levels, positive and significant change in all classrooms involved was observed; the combination of strategies used can be highly successful at virtually all grade levels K-3 and special education. (Includes 10 tables of data and 26 references; sample forms and hand-outs are appended.) (Author/CR) a reward game. The computer program emphasizes critical thinking in conjunction with learning and reinforcement of the rules of English usage, grammar, punctuation, capitalization, spelling, and vocabulary. (RS)

ED 411 536   CS 215 998

Baker, M.; Block, C.; Borla, L.; Dietrich, G.; Hockett, M.; Holly, Thad
Editor in Chief, Level B-1: Grammar Disasters and Punctuation Faux Pas. Diskette.
PUB DATE- 97
NOTE- 0p.; For level A1, see CS 215 997; for level C1, see CS 215 999. For printed book versions of these materials, see ED 402 601-603.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- s" (Walter M. Brasch); and "Damon Runyon" (Guy Szuberla). (NKA)
DESCRIPTORS- Critical Thinking; *Editing; Grade 6; *Grammar; Intermediate Grades; Junior High Schools; *Language Usage; Middle Schools; *Punctuation; Spelling; Writing Processes; *Writing Skills
IDENTIFIERS- Error Monitoring

Providing students in grades 6-8 with practice and reinforcement in editing for capitalization, grammar, spelling, vocabulary, usage, and content, this computer software program contains over 30 written accounts that have been sequenced from easier to more difficult. The program has 3 levels of play: beginning, intermediate, and advanced. At each level of the program, users must find all the grammar, punctuation, and usage errors in each story. At the intermediate and advanced levels of the program, users must also edit each story for content errors so that it agrees with its illustration and caption. To correct a story in the program, the user highlights an error and finds the rule that has been broken; after the user selects the correct rule, the computer automatically corrects the error. When all errors have been fixed, users of the program may play a reward game. The computer program emphasizes critical thinking in conjunction with learning and reinforcement of the rules of English usage, grammar, punctuation, capitalization, spelling, and vocabulary. (RS)

Speaking; *Speech Instruction; Student Evaluation
IDENTIFIERS- *Oral Presentations

This paper presents 10 extemporaneous presentation assignments which are designed to review, test, and give students practice on every aspect necessary to become an effective public speaker in many situations. The paper begins with a description of the introductory communication course requirements and guidelines for grading of practice presentations and speech performance as well as guidelines for students' evaluations of the final formal speech assignment of the course. Each of the 10 assignments in the paper presents an explanation of the assignment, a list of requirements, and a discussion of special considerations, as well as a speech evaluation form. The first 7 assignments in the paper address informative, persuasive, special occasion, after dinner, audiovisual, nonverbal delivery, and verbal delivery speech presentation skills. The last 3 assignments in the paper are informative, persuasive, and entertainment performance presentations. A formal outline evaluation summary and grade sheet, a speech portfolio evaluation and grade sheet, and a presentation skills evaluation and grade sheet are attached. (RS)

ED 411 556 CS 509 589

Johnson, Orin G.
Enhancing Basic Public Speaking Skills through the Use of Creative In-Class Activities that Require Thorough Audience Analysis & Adaptation as a Part of General Speech Preparation.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the Southern States Communication Association (Savannah, GA, April 2-6, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Audience Analysis; *Audience Awareness; Audience Response; Class Activities; *Communication Skills; Higher Education; Introductory Courses; *Public Speaking; Skill Development; *Speech Communication; *Speech Instruction; Student Evaluation
IDENTIFIERS- *Oral Presentations

This paper presents six original in-class activities for audience analysis and adaptation before, during, and after a speech presentation in a basic public speaking course. The activities in the paper combine audience information surveys, demographic traits, situational traits, adaptation strategies, adjustment to audience feedback, and self evaluation. Additionally, the activities in the paper give students practical and specific guidelines for accomplishing each task necessary in this component of speech preparation in an efficient manner--in the actual speech classroom. Each activity in the paper includes an explanation, objective, instructions, and activity sheets or evaluation forms. (RS) highlights the main implications for school leadership and management. It discusses themes related to the three research questions: (1) How have central government reforms affected school leadership and management? (2) What management problems have arisen in connection with central government reforms? and (3) What lessons may be learned about improving the effectiveness of school leadership and management? Findings indicate that there is greater mutual dependence between those responsible for and those affected by management; school leaders face a widening range of ethical dilemmas; changes in implementation strategies have made planning and evaluation difficult; and inequitable funding imposes constraints on managers of schools with the least resources. It is recommended that managers focus simultaneously on improving management procedures and on improving teaching and learning. External support, particularly training, is important for people engaged in new work relationships. (Contains 21 references.) (LMI)

ED 411 576 EA 028 607

Graham, Michael W.
School Principals: Their Roles and Preparation.
PUB DATE- 97
NOTE- 11p.; Paper presented at the National Conference on Creating the Quality School (Oklahoma City, OK, March 20-22, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Responsibility; *Administrator Role; Elementary Secondary Education; *Job Satisfaction; *Principals; *Quality of Working Life; School Administration

This paper presents findings of a survey of 500 elementary, middle, and senior high school principals. The survey focused on four areas of the principalship: (1) principals' perceived roles as building administrators; (2) time spent in those roles; (3) graduate school preparation for the roles; and (4) levels of job satisfaction. Findings indicate that the typical respondent spent 46-60 hours per week dealing with school-related activities, primarily "admininistrivia." Principals also reported spending a significant amount of time supervising students and faculty, attending meetings, and dealing with discipline situations. However, the majority of respondents expressed satisfaction with their work, colleagues, responsibilities, and supervisors. They spent little time in the role of instructional leaders for which graduate programs had prepared them. Graduate schools did provide training in communication, leadership, public-relations, and decision-making skills; however, principals seemed to lack preparation in class scheduling and discipline. Finally, respondents were least satisfied with their salary levels. A copy of the questionnaire is included. (LMI) lists all reported public elementary/secondary education agencies in the 50 states, the District of Columbia, the five outlying areas, and the DOD. Six tables are included. Appendices contain the addresses of state education agencies and samples of the education-agency survey form and the school-universe survey form. (LMI)

ED 411 595   EA 028 632

Cheung, Wing Ming; Cheng, Yin Cheong
Multi-level Self Management in School: Further Development of School-Based Management in Hong Kong.
PUB DATE- 97
NOTE- 26p.; Paper presented at the International Conference on Chinese Education (5th, Hong Kong, August 13-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decentralization; Elementary Secondary Education; Foreign Countries; Group Dynamics; *Management Development; *Organizational Development; *Participative Decision Making; *Professional Autonomy; *School Based Management
IDENTIFIERS- *Hong Kong

Theoretically, schools that practice school-based management (SBM) should be more effective. However, researchers do not agree whether the effects of SBM are negative or positive. This paper discusses how the practice of a self-management framework (in which key actors practice self-management cycles at the school, group, and teacher levels) could facilitate the school, groups, and individual teachers in continuous self-learning and development, and in turn enhance multilevel performance in the school. The paper describes the School Management Initiative (SMI) in Hong Kong schools, and analyzes the recommendations set out in the SMI policy document. The paper then proposes directions for further development of school-based management in Hong Kong: (1) focus on human initiative; (2) introduce multi-level self-management; (3) maintain consistent practice across all levels; and (4) foster student self-management and development. One table is included. (Contains 21 references.) (LMI)

Programs; *Deinstitutionalization (of Disabled); *Developmental Disabilities; Elementary Secondary Education; Federal Aid; Financial Support; Group Homes; Institutionalized Persons; *Mental Retardation; Residential Care; Residential Institutions; *Residential Programs; *Residential Schools; State Programs; *Trend Analysis
IDENTIFIERS- Intermediate Care Facilities; *Medicaid

This report from the ongoing National Residential Information Systems Project on Residential Services provides statistics on persons with mental retardation and related developmental disabilities (MR/DD) receiving residential services in the U.S. for the year ending June 30,1995, as well as comparative statistics from earlier years. The report includes a description of how the information was collected and an executive summary. The executive summary highlights key findings in the areas of: (1) state-operated residential services, including the number and size of residential facilities, the number of residents, expenditures, and facility closures; (2) all state and non-state residential services, including number and size of residential settings, number of residents, interstate variability, state and non-state residential setting by type, and patterns of change in residential service systems from 1977 to 1995; and (3) Medicaid funded services, including intermediate care facilities for persons with mental retardation, Medicaid Home and Community Based Services, nursing home residents, and Medicaid Community Supported Living Arrangements. Findings indicate the number of state-operated facilities continues to grow, the number of residential settings (including care and instruction) for persons with MR/DD is also growing, and the number of intermediate care facilities has decreased. (CR)

NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Classroom Techniques; Cooperative Learning; *Curriculum Design; *Curriculum Evaluation; Data Collection; *Disabilities; *Education Work Relationship; Educational Strategies; *Integrated Curriculum; Observation; Program Effectiveness; Research Methodology; Secondary Education; Surveys; Test Validity; Tutors; *Vocational Education

This final report presents a study of 27 classes that participated in a school-to-work initiative that used systematic observation methods combined with teacher and administrative surveys to examine the construct validity of classroom practices related to the integration of academic and occupational curricula for secondary students with and without disabilities. A summary of research methodology and study results is presented first, followed by the full report, which is divided into sections covering methods, results, and discussion. Four appendices describe coding definitions, data collection instruments, and teacher and observer manuals (excluding coding definitions). The measures that were observed included general vocational content; reinforced/fused content blend; coaching instruction strategy; applied student activity; and cooperative instruction grouping. Classes represented academic, vocational, integrated academic/occupational, and special education/academic curricula. Results of the study indicated: (1) teachers and students in integrated classes spent more time engaged in activities represented by the measures than those in academic or special education academic classes; (2) teachers and students in vocational classes also spent more time on these variables, except for coaching, than their counterparts in academic and special education classes; (3) tests of significance based on mean ranks typically demonstrated that integrated curricula or vocational classes could be differentiated from academic or special education classes, except for coaching, as instruction strategies; (4) teacher-research staff interobserver agreement was moderate to low; and (5) teachers reported that the measures and instruments were easy to use and produced useful descriptive information. Appendices include assessment instruments. (Contains 100 references.) (CR)

(Student); Elementary Secondary Education; *Gifted; *Grouping (Instructional Purposes); *High Risk Students; *Inclusive Schools; Mainstreaming; Mathematics Instruction; Minority Group Children; Parent Teacher Cooperation; Peer Acceptance; Reading Strategies; Self Advocacy; *Teacher Collaboration; Teaching Methods; Writing Strategies

Designed for general education teachers, this book contains more than 40 specific learning activities and sample lessons for immediate practical applications in the inclusive classroom. The book is organized into three major sections. The first section, "Mainstreaming and Inclusion Strategies for Classroom Teachers," addresses issues regarding mainstreaming, inclusion, and laws, and then provides guidelines and suggestions for how teachers can orchestrate their classrooms for students with special needs. It includes strategies for planning, grouping, managing the classroom, and working collaboratively with parents and professionals. The second section, "Teaching Students with Disabilities and Diverse Needs," addresses the education of students with disabilities, including learning disabilities, attention deficit disorders, communication disorders, mental retardation and severe disabilities, visual impairments, hearing impairments, physical disabilities, and health impairments. The latter part of this section focuses on teaching students who are culturally and linguistically diverse, students at-risk, and gifted or talented students. Instructional practices and specific accommodations are presented in each of the chapters. The third section, "Curriculum Adaptations for Special Learners," provides specific instructional practices for curricular areas, including reading, writing, mathematics, and content area learning. An appendix includes 24 activities for teaching self-advocacy, learning strategies, and study skills to older students. (Contains over 1,000 references.) (CR)

Instruction; *Second Languages; Skill Development

A study investigated the effect of explicit training and practice in learning strategies on errors in a second language listening cloze test. Subjects were 150 Japanese university students enrolled in four classes of first- or second-year English as a Second Language. Two additional classes served as control group. The treatment group received nine weeks of explicit instruction in the strategies of predicting, listening for key words, and self-monitoring, and had varying amounts of practice in them and were never penalized for wrong guesses. A cloze pretest and posttest were administered to experimental and control groups. In the posttest, treatment groups were told to use prediction and monitoring techniques. Results support the use of learning strategies training for improving listening comprehension. Contains 23 references. (MSE)

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Academic Standards; Communication Skills; *Cultural Education; *Distance Education; Educational Objectives; Elementary Secondary Education; German; Grade 7; Grade 8; Institutional Cooperation; Japanese; Kindergarten; Public Service; Second Language Instruction; *Second Languages; *Service Learning; Skill Development; Spanish; Teacher Supply and Demand

Articles on second language education include: "Foreign Languages in Schools" (Madelyn Holmes), an overview of the benefits of language instruction in elementary and secondary education; "Japanese across the Miles" (Elizabeth Reiken), describing a high school distance learning program in Japanese; "Teaching Spanish as a Community Service" (Rita A. Oleksak), about a program in which eighth-grade students improve community relations by teaching Spanish to kindergartners at a neighboring school; "Metamorphosis" (Stephanie Soper), which describes a German teacher's discovery that his teaching style provided a framework for development of instructional standards for language teaching; and "Collaborating with Standards in Classrooms" (June K. Phillips), sketches of classroom situations in which national standards are being implemented. Professional and organizational notes are also included in this issue. (MSE)

Tests; *English (Second Language); Foreign Countries; *Instructional Design; Instructional Materials; Interpersonal Communication; Media Selection; Oral Language; Screening Tests; Second Language Instruction; Skill Development; *Speech Instruction; *Speech Skills; *Student Evaluation; Student Placement; Teaching Methods; Theories

This introductory text is designed to prepare teachers of English as a Second Language to teach speech skills. The first three chapters explore general issues in relation to spoken language and speech instruction. The first chapter examines the nature of spoken language, and why and how we learn our native language. The second focuses on production of spoken language and negotiation of meaning between interlocutors. Chapter 3 gives an overview of key theories of speaking that have informed teaching. The next three chapters offer practical ideas and guidance for teaching. Chapter 4 discusses learner needs. Chapter 5 looks at program planning, sequencing of content, and establishing goals and objectives, and chapter 6 addresses selection of texts. In chapter 7, different types of assessment are outlined, including placement, diagnostic, formative, and achievement testing. The final chapter answers ten commonly asked questions about speech instruction. Most chapters include some pre-reading questions, and some tasks relating to portions of the text are included. (MSE) (Adjunct ERIC Clearinghouse on Literacy Education)

Sonnek, Bonnie K.
The Effectiveness of Course-Based and Non-Course-Based Writing Remediation. Results of Study and Data Collection.
PUB DATE- 96
NOTE- 17p.; Paper presented at the National Conference on Research in Developmental Education (2nd, Charlotte, NC, October 23-26, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Students; *Courses; Grade Point Average; Higher Education; *Remedial Instruction; *Remedial Programs; Research Methodology; Student Evaluation; Writing Across the Curriculum; *Writing Instruction
IDENTIFIERS- *Southwest Texas State University

The first part of this paper details a study that examined differences between students who received course-based and non-course-based writing remediation. A total of 260 students at Southwest Texas State University who had received one or more semesters of course-based writing remediation or one or more semesters of non-course-based writing remediation participated in the study. No significant differences were found between the two groups in their scores on development writing tests or their grades in required freshman English, history, and philosophy courses. However, significant differences were detected in the grade point averages (GPAs) of students who received course-based and non-course-based writing remediation, with the latter having significantly higher GPAs. The results suggest that comparing course-based and non-course-based remediation using the same tests and measurements may not be feasible. The second part of the paper outlines the data collection model for this study, and contains sample data collection forms. (MDM)

This is a series of essays by successful university CEOs who achieved their positions from an advancement background and who clearly understand the importance of advancement experience. They offer insights into leadership characteristics of an effective advancement president, as well as the overall goals and functions of this position. After two forewords (by William C. Friday and Peter McE .Buchanan) and a preface (by Mary Kay Murphy), the papers are: (1) "Presidents as Public Teachers" (Robert L. Payton); (2) "Advancement Professionals Who Would Be Presidents" (James L. Fisher); (3) "An Advancement President's Perspective on Strategic Planning" (Frederick C. Nahm); (4) "Creating and Marketing an Institutional Image" (Brice W. Harris); (5) "The Advancement Role in the Research University" (Steven Muller); (6) "The Advancement President in the Liberal Arts College-And Beyond" (Michael F. Adams); (7) "Public and Private Partnerships: Leveraging Private Giving with Public Policies and Public Revenues" (D. Bruce Johnstone); (8) "State Universities, Legislative Constituencies, and the Advancement President" (Joseph E. Johnson); (9) "The Advancement Professional as Head of School" (Elizabeth M. Lee); (10) "Forging a Unified Vision Among Diverse Constituencies" (Douglas Covington); (11) "The Importance of Building Alliances and Networks: Alumni and the President-Advocate" (James R. Appleton); (12) "The Advancement President and Board Development" (Jake B. Schrum); (13) "Community Relations and the College Mission" (Catherine Dunn); (14) "The Advancement President and the Faculty" (Edward G. Coll, Jr.); and (15) "Advancement as Preparation for a Presidency" (Mary Kay Murphy). Two appendices list presidents who rose through advancement ranks and schools offering degrees, certificates, and other educational opportunities in institutional advancement. (Contains approximately 250 references.) (DB) training programs listed include: the Engineering and Environmental Research Center (South Dakota), Optical Sciences Center (Arizona), Project S.U.C.C.E.S.S. (Hawaii), Labor Education and Research Center (Oregon), Public Utility Research and Training Institute (Wyoming), and Maricopa County (Arizona) Community Colleges. Outreach programs for rural and underserved populations are: the Alaska Native Health Center Program, the Regional Services Institute (Oregon), Area Health Education Centers (Arizona and New Mexico), the Central Oregon Consortium for Higher Education, and Electronic Distance Education (Utah). There are four regional initiatives: the WAMI (Washington, Alaska, Montana, and Idaho) medical education programs, Western Interstate Commission for Higher Education, NorthWestNet, and the Western Institute of Nursing. A list of all the programs recommended, by state, is appended. (Contains 20 references.) (CH)

for Dante and search instructions were distilled and presented in class on paper. These two experiences revealed that when designing orignial library instruction with or on the Internet requires considerable preparation time. Important issues to consider are little advance notice frequently given by requesting teaching faculty to develope a project so a program for systematically developing a course-integrated web project on a wider scale must be in place. Also, the time and staff needed to expand pilot projects into programs requires more professional staff. Coordinating the non-intersecting sets of subject expertise of the academic instructor with the subject and technical expertise of the librarian is a major issue. The technical knowledge and expertise with electronic information sources and with issues of integrating these into instruction which librarians bring to a web project can be critical to its final success. One role that librarian can play is to develop web access tools that collocate electronic resources and provide instruction on how to evaluate and use specialized electronic resources that have already been made available through the web by academic faculty and researchers. (AEF)

ED 411 784   IR 056 388

Arizona Public Library Statistics, 1995-1996.
PUB DATE- 97
NOTE- 118p.; For 1994-95 statistics, see ED 393 470.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- Childrens Libraries; *County Libraries; Income;
  Library Collections; Library Expenditures; Library Personnel;
  Library Services; *Library Statistics; *Public Libraries;
  Tables (Data)
IDENTIFIERS- *Arizona

The statistics in this document were provided by Arizona public libraries for 1995-96. The counties are grouped as follows: Apache, Cochise, and Coconino; Gila, Graham, Greenlee, and La Paz; Maricopa and Mohave; Navajo, Pima, and Pinal; and Santa Cruz, Yavapai, and Yuma. The following data is presented in table form for each of the five groups: (1) general information; (2) library staff (FTE); (3) volunteers; (4) library operating income (by source); (5) library operating expenses; (6) selected special expenditures; (7) library collection (held at end of fiscal year); (8) library services per typical week; (9) library services (fiscal year totals); (10) children's services; and (11) selected measures. Grand totals for all counties, system summaries, and definitions and notes are provided in three sections at the end of the document. (AEF)

IDENTIFIERS- Intelligent Agents; United Kingdom

This proceedings volume contains 68 papers. Subjects addressed include: access to information; the future of information managers/librarians; intelligent agents; changing roles of library users; disintermediation; Internet review sites; World Wide Web (WWW) search engines; Java; online searching; future of online education; integrated information education; Internet training programs; distance education; creating a global stock exchange; advocating global forest issues on the Internet; the internet in the Indian context, user needs; new media publishing; pricing models for electronic publishing; information infrastructure; marketing principles of the corporate information center; intranet; electronic current awareness; searching technologies and interfaces; automated patent searching; providing database services; electronic publishing and collection development; public administration information systems; delivery of business information; information on demand; delivery of business news; personally tailored news; imaging; mobile information systems; online scientific and technological information in Nigeria; Internet support for collaborative work; telecommunications; consumer online services in Europe; Minitel; distribution of professional databases on CD-ROM in the Russian information market; online database services in Japan and perspectives on Asia; information as a key resource on the corporate agenda; interactive WWW services; OMNI; online sources for competitor information; services for the digital library; preservation and access to manuscript collection of the Czech National Library; Spanish museum libraries network; web page authoring tools; and resource management in the electronic environment. Author and subject indexes are provided. (SWC)

"virtualization" of libraries will necessarily include: the replacement of printed matter by electronic information; increasing use of computer-mediated communications; and universal access to information. (Contains 19 references.) (AEF)

ED 411 822 IR 056 649

Fahy, Sarah
Missing Links--User Needs vs. Producers' Offerings.
PUB DATE- 96
NOTE- 5p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer System Design; Databases; Foreign Countries; Futures (of Society); *Information Industry; *Information Services; *Information Sources; Information Technology; *Online Vendors; User Needs (Information)

There are a variety of reasons which prevent users from making the most of information products. The practitioner must keep current with the myriad of information sources available and try to stay aware of changes in coverage. This paper categorizes the types of data in a large financial institution as follows: press sources, mergers and acquisitions data, financial information, market research reports, ownership data, and equity and bond data. It then identifies ways providers could better serve the information community, in terms of five factors which will ultimately determine the success of the information practitioner: quantity, quality, functionality, fragmentation, and cost. A "wish list" of future databases includes: more accessible data on investment and pension funds; a database devoted solely to rankings from key journals such as "Fortune" and "Business Week"; a database pulling together all key data sources that go into the company profile: financials; and share prices, broker recommendations and forecasts. (AEF)

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Foreign Countries; Information Management; *Information Systems; Information Technology; *Internet; *Online Systems; Program Development; *Public Administration; World Wide Web
IDENTIFIERS- *Europe

One of the principal challenges in public administration is adapting to needs derived from the application of new technologies that impact directly on managing as well as transmitting information and in supplying it accurately to the citizens. The Bangemann Report calls attention to the important role played in the development of the information society by public administrations who should dedicate serious efforts and resources to the innovation and development of information as an added value with democratizing effects in society. The current situation of the European public administration information systems on the Internet is analyzed through a statistical bibliographic study measuring the following parameters: producers; subject coverage; services; whether of added value or not; the legal framework; electronic publications; use of the classic documentation tools to structure information; use of GIS; database management; date of creation; update frequency; implmentation of helps to locate information; confidentiality/privacy of the information; cost and quality control. From the analysis of the European public administration information systems on the Internet, different conclusions are obtained that allow for a more standardized design with improvements in the quality of the information and a better cost control. Analysis is performed on the use of systems which, based on those already existing and used in public administrations, permit the publication of this information on the Internet. It appears that public administration should increase the use of new information systems such as the Internet. This will result in greater efficiency in the development of its functions and, therefore in better service to the citizens. (Contains 21 references.) (Author)

ED 411 841 IR 056 668

Swan, Alma; Brown, Sheridan
The Delivery of Business Information to the End-User--User Perceptions and Needs.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; Business; Computer Literacy; Electronic Journals; Foreign Countries; Higher Education; Information Retrieval; Information Services; Information Sources; Internet; Organizations (Groups); *Research Methodology; Search Strategies; *User Needs (Information); Users (Information)

This study surveyed customer needs and the information-usage behavior in two sectors, corporate end-users and academic end-users, both using business information. Questionnaires were distributed to 198 named senior managers of a large United Kingdom energy company (97 returned) and to 595 faculty members of 11 top business schools in 9 countries (59 returned). The questionnaires were designed to probe the extent of end-user access to, and usage of, work-related information and the perceived value of such information in facilitating their work. Despite the fact that all or most of the journals required by academic respondents are available in their library and access to the peripheral sources they value is easy, 58% still feel they are missing useful information and use other available sources to try to find it; corporate end-users are in agreement, with 86% agreeing that better access to external information would improve the performance of their department. In the academic situation, a huge proportion of respondents have access both to Internet facilities and to online services provided via their library, yet usage figures for these media are quite low. Corporate resondents indicated that they are not confident of their abilities to use these media effectively and anecdotal evidence suggests that academic end-users feel similarily. Academic end-users rated journals as the most important source of information (86%); undertaking a systematic search of these journals, in printed form in their institutional library was the main method of access. Oral or informal written communication appeared to be an important source of work-related information. In contrast to the corporate sector, the academic respondents were overwhelmingly in favour of greater access to electronic information. Just as there are many differences between the needs of end-users and those of institutional buyers, so there also appears to be significant and often substantial differences in the perceived needs of different types of customers in the end-user sector. (Contains 12 references.) (AEF)

ED 411 842 IR 056 669

Barker, Philip
Towards Real Information on Demand.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2,

ED 411 859 IR 056 686

Brunelle, Bette S.
Smart Systems, Smart Searches.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Software; *Computer Software Evaluation; Evaluation Methods; Foreign Countries; Indexing; *Information Retrieval; *Information Seeking; Information Sources; Librarians; *Relevance (Information Retrieval); Statistical Analysis; *User Needs (Information); *World Wide Web
IDENTIFIERS- Boolean Search Strategy; Cluster Based Retrieval; *Search Engines; United Kingdom

Almost overnight, the World Wide Web has made the solution of "classic" information retrieval problems a pressing commercial goal. The various information retrieval solutions being offered on the Web are quite familiar to the librarian. The various Web search sites make use of "traditional" inverted indexes, manual indexing, automatic indexing based on statistical models, relevance ranking, and document clustering. All of these statistical techniques have been used, usually along with a "traditional" Boolean Search engine, in various commercial information retrieval software products, and each has its strengths and drawbacks. This paper examines some of the strengths and weaknesses of the different search systems in terms of Web searching. The paper looks at the following search systems: Alta Vista, Yahoo!, InfoSeek, and Excite. All of the current Web search systems are hampered by the sheer size and diversity of the Web, which makes it difficult to add value to "documents" in the tradition of indexing and quality control, and also hampered by the Web's stateless nature which makes refining searches cumbersome and time-consuming. The search systems described have different strengths; depending on the search and the searcher, it might be better to opt for precision (Yahoo!); the large number of terms indexed (Alta Vista); the browsing serendipity of related documents (InfoSeek); or the all-around performance of clustering techniques (Excite). (Author/SWC)

ED 411 860 IR 056 687

Weiss, Arthur
Online Sources for Competitor Information.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computers; Corporations; *Databases; Foreign Countries; *Information Retrieval; *Internet; *Online Searching; *Online Systems; Online Vendors; *Research Tools;

DOCUMENT RESUME

ED 411 876 JC 970 460

Ogisu-Kamiya, Motoyo

HRD in a Multicultural Workplace: The Need for Lifelong Learning.

PUB DATE- 97

NOTE- 16p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)

DESCRIPTORS- *Cultural Awareness; Cultural Differences; Cultural Pluralism; Foreign Countries; *Human Resources; Inplant Programs; *Lifelong Learning; Organizational Climate; Orientation; Personnel Management; Postsecondary Education; *Professional Development; *Staff Development

Advocating the development of a new vision and strategies for lifelong learning in the multicultural workplace, this paper describes the influences of cultural issues on the human resource development (HRD) interface at a Japanese multinational firm operating in Canada. Following an introduction defining lifelong learning and related terms, background information is provided on the organization, indicating that it has a workforce of approximately 60 and an annual transaction volume of $60 billion (Canadian). The next section describes learning in the workplace, focusing on assessment during recruitment, the orientation program, a guided self-directed learning project required of all employees, and the company's professional development program. This section indicates that an emphasis is placed on workable and practical programs that can be implemented within the context of organizational constraints, such as limited human resource capacity and the very traditional Japanese heritage at the heart of the organization. The next section examines the Japanese and Canadian staff's cultural responses to the learning experiences, perceived gaps in the company between learning needs and learning capacity and initiative, and the interface between the two groups. Finally, recommendations and conclusions are presented, highlighting the need for individually-tailored learning programs that are integrated into as many facets of HRD as possible. Contains 14 references. (TGI)

ED 411 877 JC 970 461

Pan, Daphne Yuen

Lifelong Learning: The Whole DAMN Cycle--A Singapore Perspective.

PUB DATE- 97

NOTE- 21p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)

DESCRIPTORS- Curriculum Development; Education Work Relationship; *Educational Improvement; *Educational Needs; *Educational Policy; Foreign Countries; *Lifelong Learning; Models; National Programs; Postsecondary Education; Program Implementation; *Student Motivation

IDENTIFIERS- *Singapore

The Desire, Ability, Means, and Need (DAMN) Cycle is a useful paradigm for understanding the lifelong learning framework in Singapore. The cycle suggests that, for learning to occur,

DOCUMENT RESUME

ED 411 895　　　JC 970 479

Lee, Alice
Lifelong Learning: Workforce Development and Economic Success.
PUB DATE- 97
NOTE- 16p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Educational Innovation; Foreign Countries; Labor Force; *Labor Force Development; *Lifelong Learning; Program Implementation
IDENTIFIERS- *Canada; *Information Infrastructure; Malaysia; Singapore; Taiwan (Taipei)

Lifelong learning through a strong, policy-supported information technology (IT) infrastructure is critical to the success of Asia Pacific Economic Cooperation (APEC) member economies. There is a great need to upgrade the quality of skills within the workforce, and there have been unprecedented investments in infrastructure and advanced technology. Quality, productivity, and innovation are required in a competitive environment, and can be established through lifelong learning. Singapore, Chinese Taipei, and Malaysia have all developed new approaches to workforce learning, either through increased technical training in conjunction with industry, or through the establishment of multimedia educational facilities. Canada is developing an infrastructure that will facilitate long term access to learning opportunities. Initiatives include: (1) The Information Highway Advisory Council, which creates jobs and universal access to the Internet; (2) The Canadian Network for the Advancement of Research, Industry and Education, which facilitates communications structure; (3) SchoolNet, which enhances educational opportunities; and (4) Health Iway, which provides health services across the country. Those who may be negatively affected by the initiative are rural workers, women, minorities, and blue collar workers if it reinforces existing workforce inequalities. However, through the use of partnership, technology, infrastructure development, and operative programming, the common goal of a lifelong education may be met. (YKH)

ED 411 896　　　JC 970 480

Lee, Chuan
From Supplemental Education to Lifelong Learning in Chinese Taipei.
PUB DATE- 97
NOTE- 13p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Change Strategies; *Educational Change; Foreign Countries; Government Role; *Lifelong Learning; Private Sector; Program Implementation; *Supplementary Education
IDENTIFIERS- Taiwan (Taipei)

Despite government initiatives to foster lifelong learning, Chinese Taipei has yet to develop a truly comprehensive system of adult education. Despite high illiteracy rates, only 5% of all adults are currently enrolled in supplemental education,

ED 411 914 JC 970 524

Projected 1997-98 Cost Allocation Summary.
PUB DATE- 97
NOTE- 54p.; For the 1996-97 report, see ED 397 924.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Budgeting; Budgets; College Planning; *Educational Finance; *Enrollment Rate; *Full Time Equivalency; Operating Expenses; *Program Costs; *Resource Allocation; Statewide Planning; Technical Institutes; Two Year Colleges; Vocational Education
IDENTIFIERS- *Wisconsin Technical College System

Designed for use in calculating the distribution of state aid to colleges in the Wisconsin Technical College System (WTCS) and in preparing financial and enrollment reports, this document provides a summary of projected cost allocations for the WTCS for 1997-98, derived from data submitted by the colleges on cost allocation schedules. Following a brief foreword, college and statewide data is provided in the following four sets of tables: (1) summaries of college operational costs and total budgets, total expenditures and revenues by college, staff types and costs by college, materials fees and full-time equivalent (FTE) student enrollments by college, and statewide costs and FTE enrollment by aid category; (2) projected FTE costs by college by aid category, including college parallel education, associate degree programs, vocational programs, vocational-adult programs, community services, and total costs; (3) FTE students and costs by college for the instructional divisions of agriculture, business, graphics, home economics, industrial, service and health, technical, television, general education, and total costs; and (4) statewide FTE enrollment and operational cost percentages, cost ratios per FTE student, and FTE student enrollment percentages by instructional division and aid category. The report indicates that, statewide for 1996-97, total operational costs will be $583,630,300; the number of FTE students will be 55,113; the average cost per FTE student will be $10,589; and the ratio of cost per FTE ratio will be 1. (ECF)

ED 411 915 JC 970 525

Burgos-Sasscer, Ruth
Meeting the Challenges of Leadership in Changing Times.
PUB DATE- 97
NOTE- 17p.; Address to the Annual Conference of the Texas Community College Teachers Association (Austin, TX, October 4, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrative Change; Community Colleges; Educational Change; *Educational Improvement; *Educational Innovation; Educational Technology; Institutional Cooperation; Instructional Leadership; Partnerships in Education; School Effectiveness; Two Year Colleges
IDENTIFIERS- Houston Community College System TX

This address, delivered by the chancellor of Houston Community College System, considers the issue of meeting the challenges

ED 411 933 JC 970 547

Grosset, Jane
Beating the Odds: Reasons for At-Risk Student Success at Community College of Philadelphia. Institutional Research Report No. 93.
PUB DATE- 97
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Persistence; Community Colleges; Dropouts; Focus Groups; *High Risk Students; Organizational Effectiveness; *Student Characteristics; Student Experience; Student Surveys; Success; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

A study was undertaken at the Community College of Philadelphia (CCP) to understand why some at-risk students are able to beat the odds and achieve educational success while others are not. The theoretical underpinnings for this research draw from psychological, societal, and institution-specific models of student persistence. All 1996 CCP graduates were surveyed and asked if they ever considered dropping out of college. About half returned surveys, and of the respondents, 27% had considered dropping out. A questionnaire explored personality traits, economic factors, and institutional experiences students perceived as affecting their progress towards graduation. Aspects of personality such as confidence, discipline, and perseverance, as well as encouragement of faculty and other students, greatly influenced degree completion. Discouraging institutional experiences included rude treatment by staff, unavailability of courses, and ineffective course advisement. A focus group of 12 students discussed their personal experiences, citing positive in-classroom and out-of-classroom experiences with faculty as integral to their continued enrollment. Detrimental aspects included course-related difficulties and communication problems with faculty. Determination and external factors such as family support also precluded degree completion. The majority of graduates had either obtained jobs or successfully transferred to other institutions of higher education. Contains 12 references. (YKH)

ED 411 934 PS 023 421

Bloomberg, Laura; Seppanen, Patricia; Stewart, Dan
Evaluation of Minnesota's Family Service Collaboratives and Children's Initiative Partners: A Resource Manual.
SPONS. AGENCY- Minnesota State Dept. of Education, St. Paul. Div. of Planning and Development.
PUB DATE- 95
NOTE- 120p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; Elementary Education; *Evaluation Criteria; Evaluation Methods; Evaluation Needs; Family Programs; Institutional Evaluation; Outcomes of

ED 411 953 PS 025 770

Householter, Inez; Schrock, Geraldine
Improving Higher Order Thinking Skills of Students.
PUB DATE- 97
NOTE- 149p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Cooperative Learning; *Decision Making Skills; *Elementary School Students; Homework; Metacognition; Parent Participation; Primary Education; *Problem Solving; Program Evaluation; *Student Improvement; Teacher Role; *Thinking Skills
IDENTIFIERS- Graphic Organizers

This action research project report described a program for enhancing thinking skills to improve the problem-solving and decision making of primary school students. Participating were 25 second and 22 third graders in regular education classrooms, but including students with special needs, located in two small middle class communities in central Illinois. The problem of insufficient problem-solving and decision-making skills was documented by means of teacher-made tests of thinking skills (patterns, math problems, reading vocabulary word recognition, reading comprehension) and surveys of teachers, administrators, and parents. The intervention consisted of: (1) language arts and mathematics materials designed to foster problem-solving and decision making such as deductive reasoning, analysis, and drawing conclusions, as well as activities including cooperative learning, social skills training, family homework activities, student journals of math problems, and cooperative activities with nursing home residents; (2) a re-design of the language arts and mathematics curricula to reflect skill infusion into the curriculum. The teachers' role was to guide thinking skills and decision-making through questioning and modeling. Teacher journals, charts, and a thinking skills posttest were used to document skill development. Post intervention data indicated an increase in student use of problem solving and decision making. Higher order thinking increased in the targeted mathematics and language arts skills. The majority of children improved in reasoning about time, estimates, patterns, mental math, and money. The children who were very successful often served as models for others. Parents responded positively toward the family homework. (Eight appendices contain data collection instruments and sample classroom materials. Contains 54 references.) (Author/KB)

ED 411 954 PS 025 772

Dare, Mitzi; Durand, Sonya; Moeller, Lorraine; Washington, Mary
Using Multiple Intelligences, Cooperative Learning, and Higher Order Thinking Skills To Improve the Behavior of At-Risk Students.
PUB DATE- 97
NOTE- 80p.; Master's Field-Based Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aggression; Behavior Change; *Behavior Problems; Change Strategies; Classroom Environment; Conflict Resolution;

ED 411 970 PS 025 810

Kraehmer, Steffen T.
Quantity Time: Moving Beyond the Quality Time Myth--A Practical Guide to Spending More Time with Your Child.
PUB DATE- 94
NOTE- 212p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adults; *Child Rearing; *Children; Discipline; *Family Work Relationship; Holidays; Learning Activities; Modeling (Psychology); Motivation; *Parent Child Relationship; Parent Influence; Parent Role; *Parenting Skills; Play; Stress Management; Travel
IDENTIFIERS- Daily Routines; Family Activities; Quality Time; *Quantity Time

Recognizing that the development of an emotional bond between children and their parents stems from the ability to express love and the willingness to share time together, this book is designed to assist parents spend quantity time with their children and establish opportunities for appreciating each other's company. The book is based on START principles (Shaping Tomorrow's Adults by Reaching Out Today) which help parents integrate parenting, work, and leisure and rearrange priorities. Chapter 1 of the book, "A New Life and Your Part in It," describes the basic requirements for a secure parent-child bond. Chapter 2, "Developing a New and Improved Attitude," emphasizes the need to use children's available time to build relationships. Chapter 3, "Tomorrow I'll Make Some Time for My Child," suggests time-saving techniques for maximizing time and work at home and helps to rearrange priorities. Chapter 4, "Playing Is for Children...And For You, Too" highlights play activities throughout infancy and childhood. Chapter 5, "Creating a Lifetime of Memories," suggests "routines, rituals, and ridiculous activities" that contribute to childhood memories. Chapter 6, "I Definitely Need Some Time for Myself," presents information on identifying stressors and suggests stress management techniques. Chapter 7, "Children Learn What They Live," focuses on children's motivation and discipline techniques. Chapter 8, "Love is Spelled T-I-M-E," focuses on building a balance between family, work, and leisure. Chapter 9, "A Twelve-Month Guide to Spending More Time with Your Child," provides a monthly or yearly calendar of the START principles. Contains 37 references. (KB)

ED 411 971 PS 025 811

Kraehmer, Steffen T.
Heroes: Embracing Your Role as Your Child's Hero.
PUB DATE- 95
NOTE- 261p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Identification (Psychology); Mentors; Modeling (Psychology); Mythology; *Parent Child Relationship; *Parent

DOCUMENT RESUME

ED 411 987 PS 025 839

Gabel, Katherine, Ed.; Johnston, Denise, Ed.
Children of Incarcerated Parents.
PUB DATE- 95
NOTE- 336p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Child Advocacy; Child Caregivers; Child Welfare; *Children; Foster Care; Grandparents; Legal Problems; Mothers; Nursery Schools; *Parent Child Relationship; Parent Rights; *Parents; Posttraumatic Stress Disorder; Program Descriptions; Public Policy
IDENTIFIERS- *Incarcerated Parents; Traumas

The arrest and imprisonment of a parent is significant trauma for children, and children of incarcerated parents are at high risk for juvenile delinquency. This book for social workers, psychologists, and others who work with children whose parents are incarcerated examines parental incarceration, its impact on children, care and placement of prisoners' children, legal and policy issues, and intervention programs. The chapters are: (1) "Incarcerated Parents" (Denise Johnston; Katherine Gabel); (2) "Imprisoned Mothers" (Barbara Bloom); (3) "Fathers in Prison" (Creasie Finney Hairston); (4) "Jailed Mothers" (Denise Johnston); (5) "Effects of Parental Incarceration" (Denise Johnston); (6) "Post-Traumatic Stress Reactions in Children of Imprisoned Mothers" (Christina Jose Kampfner); (7) "The Care and Placement of Prisoners' Children" (Denise Johnston); (8) "Children of Prisoners in Foster Care (Julie Norman); (9) "Parent-Child Visitation in the Jail or Prison" (Denise Johnston); (10) "Legal Issues for Prisoners with Children" (Ellen Barry, River Ginchild, and Doreen Lee); (11) "Termination of Parental Rights among Prisoners: A National Perspective" (Philip Genty); (12) "Practical Considerations Regarding Termination of Incarcerated Parents' Rights" (Gail Smith); (13) "Intervention" (Denise Johnston); (14) "Long-Term Care Nurseries in Prisons: A Descriptive Study" (Katherine Gabel and Kathryn Girard); (15) "The Prison MATCH Program" (Rose Weilerstein); (16) "A Program for Grandparent Caregivers" (Leonora Poe); (17) "Public Policy and the Children of Incarcerated Parents" (Barbara Bloom); (18) "Child Welfare System Policies and the Children of Incarcerated Parents" (Shirley Marcus); (19) "Advocacy Efforts on Behalf of the Children of Incarcerated Parents" (Peter Breen); and (20) "Alternative to Women's Incarceration" (Meda Chesney-Lind and Russ Immarigeon). Each chapter contains references. (KB)

ED 411 988 PS 025 842

Buff, Denise D.; Heath, Anna W.
The Effects of Non-Traditional Families on School Behavior and ITBS Reading and Math Scores of Eighth Grade Students.
PUB DATE- 97
NOTE- 49p.; Education Specialist Research Report, Mercer University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Early Adolescents; Family Influence; *Family Structure; Grade 8; *Junior High School

ED 412 005 PS 025 865

Brauer, Crystal; Grady, Faye; Matthews, Kathy; Wilhite, Stacy
The Effects of Problem-Solving on Academic Achievement in Elementary Education.
PUB DATE- 97
NOTE- 127p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Childrens Literature; Conflict Resolution; Educational Environment; Elementary Education; *Elementary School Students; Interpersonal Competence; Intervention; Mentors; Peer Relationship; Primary Education; *Problem Solving; Special Needs Students; *Student Improvement; Thinking Skills

This action research project evaluated the impact of a program for enhancing interpersonal problem-solving skills on academic achievement in elementary students in an industrial, urban Illinois community. The lack of social skills and inability to think critically were documented through office referrals and teacher observations of kindergarten, first grade, special needs, and reading classes. The resulting intervention consisted of: (1) a peer mentoring program in which students in grades 4 to 6 were trained as mentors for teaching social skills, conflict resolution, and critical thinking; (2) cooperative learning activities to enhance student engagement, active listening, turn-taking, appropriate behavior and voice volume, and use of "happy talk"; (3) conflict resolution activities and children's literature to build a positive classroom climate and deal effectively with conflict; and (4) training in critical thinking, including categorizing, brainstorming, questioning, drawing conclusion, sequencing, and evaluating. To assess the effects of the intervention a pre- and posttest were given to check for appropriate social behavior, and teacher journals and checklists were kept throughout the intervention period. Findings indicated an increase in student critical thinking skills, an improvement in interpersonal skills, and an increase in the use of conflict resolution skills. The amount of time spent teaching social skills and conflict resolution increased throughout the intervention. (Nine appendices include data collection instruments and sample classroom materials. Contains 63 references.) (KB)

ED 412 006 PS 025 866

Ellingson, William E.; Long, Elizabeth A.; McCullough, Kathryn L.
Improving Student Motivation through the Use of Varied Instructional and Curricular Adaptations.
PUB DATE- 97
NOTE- 88p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Attendance; Behavior Change; Change Strategies; Class Activities; Cognitive Style; Cooperative Learning; Educational Environment; Elementary Education; *Elementary School Students; Homework; Incentives;

ED 412 022 PS 025 899

Carter, Nick; Kahn, Lauren
See How We Grow: A Report on the Status of Parenting Education in the U.S.
PUB DATE- 96
NOTE- 121p.; Prepared by Parents, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Advocacy; Behaviorism; Child Development; Child Rearing; Cooperation; Empowerment; Family Work Relationship; Fathers; Financial Support; Humanistic Education; Leadership Training; *Parent Child Relationship; *Parent Education; Parenting Skills; Program Effectiveness; Self Efficacy
IDENTIFIERS- Center Based Programs; Community Based Programming; Ecological Perspective; Family Strengths; Family Support; Family Systems Theory; Field Based Programs; Home Based Programs; Parenting Styles; *Program Characteristics

In response to increasing requests for funding of parenting education programs, The Pew Charitable Trusts funded a study to examine parenting education in the United States. This resulting report provides a general overview and highlights the "peaks and valleys, risks and opportunities" of the parenting education field. Chapter 1 of the report, "Introduction to Parenting Education," describes the growth of parenting education. Chapter 2, "Getting Grounded: Definitions," defines parenting education, family support, parent, and caregiver. Chapter 3, "Understanding Why: The Compelling Evidence," discusses the urgency of strengthening families because of demographic shifts and increases in child abuse and neglect, juvenile delinquency, crime, and violence. Chapter 4, "The Universe of Parenting Education; A Typology," gives examples of eight types of programs, education, health care, multiple/complex needs, normative, work, special needs, research, and advocacy. Chapter 5, "Descriptive Categories for Parenting Programs," includes discussion of service delivery methods, cultural diversity efforts, and program activities. Chapter 6, "Overview of Content in Parenting Education Programs," describes the typical content of parenting education programs. Chapter 7, "Training, Shared Learning and Practitioner Support," includes inservice and preservice training, certification and standards, and infrastructure. Chapter 8, "Evaluation, Research and Accountability," examines evaluation studies and the issues involved in evaluation. Chapter 9, "Funding of Parenting Education and Family Support," identifies public and private funding sources. Chapter 10, "Review of Key Programs," describes some leading parenting programs. Chapter 11, "Parenting Education and Fathers," outlines major issues surrounding fathering programs. Chapter 12, "Parent Leadership and Advocacy Training Programs," describes programs for parent leadership and advocacy training. Chapter 13, "Conclusions," notes the growing impact of parenting education and needs within the field. (Contains 147 references.) (KB)

ED 412 023 PS 025 900

Modigliani, Kathy
Promoting High-Quality Family Child Care: A Policy Perspective for Quality 2000.
PUB DATE- 94
NOTE- 52p.; This publication was originally published as a

DOCUMENT RESUME

ED 412 038 RC 021 159

Directory of Services for Migrant and Seasonal Farmworkers and Their Families.
PUB DATE- 97
NOTE- 184p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Advocacy; Agency Cooperation; Agricultural Laborers; Elementary Secondary Education; Family Programs; Federal Government; *Federal Programs; Health Programs; Higher Education; Migrant Education; *Migrant Programs; *Migrant Workers; *National Organizations; National Programs; Preschool Education; Seasonal Laborers; *Social Services; *State Agencies; State Programs
IDENTIFIERS- Nutrition Services

This directory provides information on federal programs and national organizations that serve migrant farmworkers and their families. Specifically, the directory lists programs administered by the U.S. Departments of Agriculture, Education, Health and Human Services, Justice, and Labor, and the Environmental Protection Agency. The directory also includes information on national nonfederal organizations that offer programs and services to migrant farmworkers. Examples of programs administered by federal agencies include the Community Facilities Loan Program, National School Lunch Program, Academic Excellence Program, Comprehensive School Grants program, Title I, Migrant Education Programs, College Assistance Migrant Program, Migrant Head Start, and Migrant and Seasonal Agricultural Worker Protection Act Program. Examples of programs administered by national nonfederal organizations include the Association of Farmworker Opportunity Programs, Children's Defense Fund, Migrant Legal Action Programs, National Coalition of Hispanic and Human Service Organizations, and National Center for Farmworker Health. Each entry includes contact information, program goals and purposes, and information about the administering agency. Appendices list state agencies administering the child nutrition program, WIC program publications and directories, state coordinators and directors of various federal programs, resources for the pesticide program, community services block grantees serving migrants, migrant head start grantees, migrant health centers, regional and district offices of the Immigration and Naturalization Service, grantees of the Migrant and Seasonal Farmworker Program, monitor advocates, and Legal Services programs and public interest law firms representing migrant and seasonal farmworkers. (LP)

ED 412 039 RC 021 160

Warren, Karen, Ed.
Women's Voices in Experiential Education.
PUB DATE- 96
NOTE- 334p.; For selected individual chapters, see RC 021 161-174.
LANGUAGE- English
EDRS Price- MF01/PC14 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adventure Education; Educational Principles; *Educational Strategies; Empowerment; Environmental Education; *Experiential Learning; *Females; *Feminist Criticism; *Outdoor Education; Participation; Program Descriptions; Sex Bias; Wilderness

ED 412 056 RC 021 177

Consalvo, Carmine M.
Changing Pace: Outdoor Games for Experiential Learning.
PUB DATE- 96
NOTE- 191p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Communication Skills; Corporate Education; Creativity; *Educational Games; *Experiential Learning; Goal Orientation; *Group Dynamics; Learning Activities; *Outdoor Education; Problem Solving; Safety; *Staff Development; *Team Training; Teamwork; Transfer of Training

This book aims to assist facilitators and trainers of human resource development in the use of outdoor games as a vehicle for learning. The games address such work-related areas as communication, decision making, problem solving, teamwork, leadership, and goal setting. The introduction offers a commentary on how and why the use of experiential games and fantasy in an outdoor context enhances training. Guidelines for trainers cover logistical and psychological preparation, determining the appropriate level of challenge, safety issues, explaining games to participants, situations in which the trainer should intervene, the use of cameras, the importance of reviewing and critical reflection, and the sequencing of outdoor activities. The 63 outdoor games are presented in a standard format that includes a summary, objectives, required materials, time limits, procedures, comments on potential strengths and difficulties of the game, and game variations. Also included are a list of additional resources and an index that lists games by objective. Objectives include: communication, creativity, cooperation/competition, decision making, ending, energizer, ethics, evaluations, interdependence, goal setting, interteam collaboration, leadership, planning, problem solving, quality, rewards, risk taking, starter, team building, team learning, teamwork, and trust. (LP)

ED 412 057 RC 021 178

Naylor, Thomas H.; Willimon, William H.
Downsizing the U.S.A.
PUB DATE- 97
NOTE- 294p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Change Strategies; *Corporations; *Decentralization; Educational Needs; Elementary Secondary Education; Federal Regulation; Higher Education; *New Federalism; Politics; Public Education; Rural Areas; *School Size; Universities; Welfare Services
IDENTIFIERS- *Downsizing; Learning Communities

This book takes a stand against the belief that "bigger is better" and warns that size and technological complexity are not risk-free. There is a price to be paid for our uncritical affirmation of bigness, universal solutions to problems, dehumanizing uniformity, and standardized mass production. The U.S. government, cities, corporations, schools, universities, churches, the military, and the social welfare system are all

ED 412 077 SE 060 576

The Story So Far...A Brief History of Environmental Youth Work. Environmental Youth Work Briefing.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Activism; Change Strategies; Elementary Secondary Education; *Environmental Education; Foreign Countries; Futures (of Society); Group Activities; *Organizational Development; *Participative Decision Making; Social Responsibility; *Student Participation; Student Volunteers; *Youth Programs
IDENTIFIERS- Agenda 21; Great Britain

Surveys have repeatedly shown that vast numbers of young people are interested in and concerned about environmental issues. Good youth work is concerned with the interests of young people, so the idea of environmental youth work--taking a youth work approach to environmental education--is a logical development for both environmental and youth work organizations. The Council for Environmental Education (CEE) Youth Unit encourages this approach to environmental work with young people. CEE completed a three-year National Environmental Youth Work Training Program which concentrated on three areas: (1) clarifying what "environmental youth work" means; (2) finding ways of supporting workers and managers in developing good practice; and (3) exploring how training can support the development of the work. These areas form the focus of this briefing. Strategies for youth workers include three basic approaches to environmental education, each with different emphases: (1) political education (focusing on power and decision making); (2) using the outdoors (environmental perspectives on outdoor activity); and (3) personal and social development (exploring issues and action). This briefing also contains sections on building alliances and achieving proposals of Agenda 21 on the local level. (PVD)

ED 412 078 SE 060 589

Krantz, Steven G.
Techniques of Problem Solving.
PUB DATE- 97
NOTE- 465p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Concept Formation; Elementary Secondary Education; Higher Education; Learning Strategies; Mathematics Curriculum; *Problem Solving; Relevance (Education); *Technology Education; *Thinking Skills
IDENTIFIERS- American Mathematical Society

The purpose of this book is to teach the basic principles of problem solving in both mathematical and non-mathematical problems. The major components of the book consist of learning to translate verbal discussion into analytical data, learning problem solving methods for attacking collections of analytical questions or data, and building a personal arsenal of solved problems and internalized problem solving techniques. This book can be used as a device for introducing students to the world of modern technology because of the connection it forms to other techniques and tools. The format incorporates exercises

ED 412 099 SE 060 616

Wright, John C.; Woods, R. Claude; Millar, Susan B.; Koscuik, Steve A.; Penberthy, Debra L.; Williams, Paul H.; Wampold, Bruce E.
A Novel Comparative Assessment of Two Learning Strategies in a Freshman Chemistry Course for Science and Engineering Majors.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Active Learning; *Chemistry; *College Science; Course Content; *Curriculum Evaluation; Educational Innovation; Educational Strategies; Engineering Education; Higher Education; *Majors (Students); Science Curriculum; Surveys; Undergraduate Study
IDENTIFIERS- University of Wisconsin Madison

This paper reports on a study of a structured active learning approach to an analytical chemistry course. The purpose of the study was to assess the longitudinal outcomes of this approach and to provide feedback to curriculum developers about the effects of the changes being made in the chemistry curriculum. The data, collected from a cohort of students in 1995, consists of open-ended interviews with students, open-ended student survey questions, Likert scale student survey items, and faculty and teaching assistant interviews. The results indicate that there is a number of longitudinal effects of structured active learning and although it is possible to assert that the comparison group does not report the kinds of learning outcomes that the structured active learning students report, further study is needed to be sure that the findings are reliable. Contains 11 references. (DDR)

ED 412 100 SE 060 618

Penberthy, Debra L.; Alexander, Baine B.; McIntosh, Ian B.; Denton, Denice
Effects of a Learning Community Program on the First-Year Experiences of Engineering Majors.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 96
NOTE- 6p.; Preprint of article appearing in the "Frontier in Education" 1996 Annual Conference Proceedings.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Cultural Pluralism; Educational Strategies; *Engineering Education; Formative Evaluation; Higher Education; Program Evaluation; *Science Programs; *Undergraduate Study
IDENTIFIERS- University of Wisconsin Madison

This report is based on the analysis of initial interviews with the staff of the Freshmen Learning Community Program (FLCP) staff. FLCP is a pilot program in engineering education that focuses on diversity and cultural change. Data includes structured open-ended interviews and observations of discussion sections and learning program meetings. Evaluation findings indicate that in 1995 FLCP was moderately successful for a

ED 412 119 SE 060 676

White, Jacci Wozniak; Norwich, Vicki Howard
Computer Activities for College Algebra and Precalculus.
PUB DATE- 97
NOTE- 89p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teachers) (052)
DESCRIPTORS- Algebra; *Calculus; *College Mathematics; *Computer Software; Computer Uses in Education; Educational Technology; Equations (Mathematics); Graphing Calculators; Higher Education; Instructional Materials; Mathematical Concepts; Mathematics Instruction
IDENTIFIERS- *Precalculus

Mathematics software can be a great aid in understanding difficult mathematics concepts at all levels. This paper presents nine exercises on calculus concepts by using different software used in mathematics education. Each exercise includes instruction on how to use software in order to highlight a specific concept in mathematics. This paper also presents a technology review by the comparison of ISETL, Derive, Geometer's Sketchpad, TI-82, TI-83, TI-85, TI-86, TI-92 and CBL along with discussing the advantages and disadvantages of each system. The mathematical concepts and software used in this paper include: (1) vertices of a triangle, midpoint formula, median of a side, equation of a line, and slope using the software "The Geometer's Sketchpad"; (2) writing the equation of a line using slope-intercept form and point-slope form and writing equations of parallel and perpendicular lines to a given line and passing through a given point using the software "The Geometer's Sketchpad"; (3) visualizing trigonometric identities for sine, cosine, and tangent functions using the software "The Geometer's Sketchpad"; (4) using equations and graphs to identify families of functions including linear, quadratic, and exponential using the software "Derive"; (5) functions, vertical line test and domain, using the software "Power Point"; (6) Pascal's triangle, binomial expansion, and pattern recognition using the software "Power Point"; (7) graphing factored polynomials of degree n 1 and solving higher degree inequalities by factoring and graphing using the software "Microsoft PowerPoint"; (8) review of quadratic functions and application problems using quadratic functions using the software "Microsoft PowerPoint and Microsoft Excel"; and (9) shifting graphs including horizontal, vertical, and combination graph shifts using the software "Derive". (ASK)

ED 412 120 SE 060 678

Ritchhart, Ron, Ed.
Through Mathematical Eyes: Exploring Functional Relationships in Math and Science. Moving Middle Schools.
PUB DATE- 97
NOTE- 172p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Curriculum Development; Elementary Secondary Education; *Functions (Mathematics); Inquiry; Instructional Materials; Lesson Plans; *Mathematics Education; *Science Education; Teacher Collaboration; Units of Study
IDENTIFIERS- Pythagorean Theorem

DOCUMENT RESUME

ED 412 141 SO 026 820

Nappi, Andrew T., Ed.
Economic Education Experiences of Enterprising Teachers. Volume 31.
PUB DATE- 94
NOTE- 166p.; For related document, see SO 026 819. "Developed by the National Council on Economic Education from the 1991-1992 entries in the 30th Annual National Awards for Teaching Economics, sponsored by the International Paper Company Foundation."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economics; *Economics Education; Elementary Secondary Education; Instructional Materials; Social Studies; Teaching Methods

This book describes award-winning teacher-developed projects and courses in economics. The reports are condensed versions of the original projects and are divided into grade levels. Primary Level includes: "Primary Pickle People Packed a Peck of Pickle Economics" (Karen L. Cragg; Katherine J. Van Horn); "Fabulous Economics" (Elizabeth B. Fletcher); "Swing into Economics" (Linda Lee); "Wormy World and Friends...Worming Our Way into Economics" (Vicky A. Garrison). Intermediate Level includes: "Project Moo: A 'Cow-operative' Approach to Learning Economics" (Teresa R. Adams; Cheryl L. Pool; Brenda G. Miller); "Growing Up in America" (Jennifer Dean; Beverly Key; Jeri Pritchard); "Economics in a Ballpark" (Linda K. Parker; Sammie L. Spence; Debbie G. Flora; Karen S. Ward); "Is That Really True? A Blueprint for Using Creative Problem Solving To Produce Informed Consumers" (Marilyn P. Jacobs; Susan Spaulding; Suzanne Battista). Junior High Level includes: "Hola Mexico. Welcome to Arkansas, Land of Opportunity" (Judith A. Fortner); "Let's Make a Deal" (Linda R. Campbell); "Purchasing Power, Comparison Shopping, and the Cost of Living" (William E. Henderson; Tanya M. Hanson); "Entrepreneur: An Economic Simulation" (Russel E. Sackreiter). Senior High Level includes: "Kentucky: Open for Business, 1792, 1892, and 1992" (Cassandra W. Minor); "Economic Cycle: A Study of the Economic Impact of the Tour DuPont on the Shenandoah Valley" (Doris L. Harsh); "The Corporation" (Lisa C. Herman Ellison); "Effective Economics Detective" (Kenneth L. Ripp). The Open Category includes: "Three Hats In the Ring - Three Plans on the Table" (Linda M. Jones); "Eureka, I Have Found Economics!" (Alice P. Bottomley; Debbie A. Davis); "Pirate Treasures, Inc.: The Economics of Producing a Service" (Oma L. Blackwell); "The Cost of Living: Comparing Rural Alaska with Communities Outside Alaska" (Linn E. Clawson). (EH)

ED 412 142 SO 026 891

Family Life Education. Standards of Learning: Objectives for Virginia Public Schools.
PUB DATE- 88
NOTE- 47p.; Legislation for these standards was adopted in 1988.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- *Behavioral Objectives; Elementary Secondary Education; *Family Involvement; *Family Life; *Family Life Education; Family Relationship; *Parent School Relationship;

DOCUMENT RESUME

ED 412 163 SO 027 798

Bill of Rights. Cases and Controversies. Teachers Guide. Grades 8-12.
PUB DATE- 92
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Role; *Citizenship Education; Civics; Constitutional History; Constitutional Law; Curriculum Guides; Due Process; Equal Protection; Federalism; Freedom of Speech; *Law Related Education; Secondary Education; Social Studies; Teaching Guides
IDENTIFIERS- *Bill of Rights; Fourteenth Amendment; *Maine; Mock Trials; Supreme Court; United States Constitution

This teachers' guide focuses on each of the of the first 10 amendments to the U.S. Constitution and the Equal Protection Clause of the Fourteenth Amendment. Organized by amendment, each section includes the text of the amendment and its counterpart in the Maine Constitution; an introduction to the legal principles embodied in that amendment; and edited court cases interpreting the amendment. The curriculum may be used as a whole to provide in-depth study of the Bill of Rights or specific amendments of particular interest may be selected. The curriculum is designed to be incorporated in existing history, government, civics, law, and social studies courses. The lessons provide information about landmark court decisions and information about specific constitutional issues. The back of the guide contains a 7-item annotated bibliography. (TSV)

ED 412 164 SO 027 800

Lee, Kathleen; Anderson, Pamela
Understanding Our Basic Freedoms: the Bill of Rights in Action. A Worktext for Adult Learners. Teachers' Guide and Student Worktext .
SPONS. AGENCY- Commission on the Bicentennial of the United States Constitution, Washington, DC.
PUB DATE- 92
NOTE- 164p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Adult Education; Citizen Role; *Citizenship Education; Civics; Constitutional History; Constitutional Law; Court Role; Due Process; Equal Protection; Federalism; Freedom of Speech; *Law Related Education; Social Studies
IDENTIFIERS- *Bill of Rights; Fourteenth Amendment; Mock Trials; Supreme Court; *United States Constitution

Aiming to educate adult learners on the United States Constitution and Bill of Rights, this teachers' guide focuses on cases and controversies about individual rights which are most relevant to the lives of adults. The worktext for adult learners provides some basic background information about the development and interpretation of the Bill of Rights. A timeline is included so the reader can place events in chronological order. Teaching aids such as learning objectives for each unit, vocabulary words, a glossary, and questions and learning activities will help readers understand and experience the impact of The Bill of Rights on their daily lives.

ED 412 185 SP 037 555

Hagerty, Rebecka A.
Impact of the Efficacy Process on Students in Sacramento City USD Pilot Schools.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Achievement Gains; Elementary School Students; Grade 3; Pilot Projects; Primary Education; *Self Efficacy; *Student Attitudes; *Student Improvement
IDENTIFIERS- *Sacramento City Unified School District CA

Research related to the implementation and impact of the efficacy process on teachers and students in four Sacramento (California) City Unified School District pilot schools over a 4-year period is described. The study investigated three research evaluation questions: (1) the extent of teachers' implementation of the efficacy process; (2) the degree of participating students' growth in personal efficacy; and (3) the degree to which participating schools showed improved performance on the Comprehensive Tests of Basic Skills (CTBS-U). Students enrolled in third grade in 1992-93 completed the School Attitude Measure (American College Testing) (SAM) and the CTBS-U in reading, language, and math in each of three successive years. Pilot schools were matched with comparison schools. Significant positive changes in achievement occurred over the period of the study (1992/93 to 1994/95) within the four efficacy schools and within the four non-efficacy schools selected for comparison. Math achievement rose more in the efficacy schools than in the comparison schools. Boys, African American students, and white students also experienced greater improvement in math achievement in efficacy schools than in comparison schools. Appendixes include: an assessment checklist; selection criteria for comparison schools; statistical analysis of paired (dependent) samples; charts comparing SAM of pilot schools, math scores and CTBS scores; and a comparison with the Detroit Study. (LH)

ED 412 186 SP 037 556

Darling-Hammond, Linda; Rustique-Forrester, Ellalinda
Investing in Quality Teaching: State-Level Strategies. ECS Perspective...Teachers.
PUB DATE- 97
NOTE- 5p.; This policy brief is based on "Investing in Quality Teaching," a report prepared for the Education Commission of the States by the authors.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Academic Standards; Beginning Teacher Induction; Educational Improvement; *Educational Quality; Elementary School Teachers; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Program Improvement; Secondary School Teachers; *Teacher Certification; *Teacher Improvement; *Teacher Recruitment; Teacher Supply and Demand

ED 412 205 SP 037 582

Melancon, Burton; Shaughnessy, Michael; Acheson-Brown, Dan; Gaedke, Bill; Moore, Jack
Critical Thinking Skills: Levels of Preservice Elementary, Secondary, and Special Education Students.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Meeting of the National Social Science Association (Las Vegas, NV, April, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Critical Thinking; Elementary Secondary Education; Higher Education; Longitudinal Studies; Preservice Teacher Education; *Productive Thinking; Teacher Education Curriculum; *Teaching Skills; *Thinking Skills
IDENTIFIERS- Cornell Critical Thinking Test; *Preservice Teachers

This paper presents the preliminary results of a longitudinal study to assess the development of critical thinking as preservice teachers progress through their educational program. Students will be assessed during their final year in the program to help give an overview of the growth of their critical thinking skills. The Cornell Critical Thinking Test (Level Z) was administered to students in elementary (n=44), secondary (n=20), political science (n=24), psychology (n=19), and a combined group of early childhood, bilingual, and special education students (n=11). Those enrolled in the student teacher program will be assessed again to evaluate their growth in thinking skills. The means and standard deviations for the groups are presented in tables, with means similar across the groups. Study results indicated that few teachers, programs, and institutions actively integrate, assess, teach, and evaluate critical thinking across the curriculum. Further, while teachers are expected to teach critical thinking skills, teachers are rarely taught specifically how to teach these skills. (ND)

ED 412 206 SP 037 583

Herman, William E.
Statistical Content Errors for Students in an Educational Psychology Course.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Psychological Association (105th, Chicago, IL, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Instruction; *Constructivism (Learning); *Content Analysis; Educational Psychology; Elementary Secondary Education; Higher Education; *Instructional Improvement; *Item Analysis; *Multiple Choice Tests; Preservice Teacher Education; *Statistics; Teaching Methods
IDENTIFIERS- *Pedagogical Content Knowledge

This study investigated how the adoption of a constructivist model of teaching and learning and simple item analysis techniques can be used to explore the instructor's pedagogical content knowledge in teaching elementary statistics. Descriptive data (percent of students responding to multiple-choice test options) are provided that support the case for

DOCUMENT RESUME

ED 412 225 TM 027 449

Chung, Gregory K. W. K.; O'Neil, Harold F., Jr.; Herl, Howard E.; Dennis, Robert A.
Use of Networked Collaborative Concept Mapping To Measure Team Processes and Team Outcomes.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Assisted Instruction; *Concept Mapping; *Cooperation; Grade 9; *High School Students; High Schools; Measurement Techniques; Middle Schools; *Networks; Outcomes of Education; Pilot Projects; Research Methodology; Small Group Instruction; *Teamwork
IDENTIFIERS- HyperCard

The feasibility of using a computer-based networked collaborative concept mapping system to measure teamwork skills was studied. A concept map is a node-link-node representation of content, where the nodes represent concepts and links represent relationships between connected concepts. Teamwork processes were examined for a group concept mapping activity using networked computers and HyperCard software developed for the study. Two pilot studies investigated the feasibility of the approach, and one of these is reported in this study. Thirty 9th graders worked together in the first pilot study to create collaborate maps on the computer systems. Results of this study and a second confirmatory study resulted in development of a study with 23 groups of 3 students each from middle schools and high schools. Usable data were recorded for 15 groups (45 participants). Results suggest that the real-time measurement of teamwork skills is feasible and that students using the networked computers were able to create a concept map jointly. The number of concepts used by groups ranged from 7 to 18, and the number of links ranged from 8 to 26. It is suggested, however, that the task involved may be more like a small group task than a "team" task if the purpose of a team is defined as performing a task an individual cannot perform alone. The developed software architecture has been designed to be domain independent and should be useful in other computer-based team environments. (Contains 1 figure, 8 tables, and 20 references.) (SLD)

ED 412 226 TM 027 450

ASSET. Assessment Simplification System for Elementary Teachers.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Curriculum; *Educational Assessment; Educational Change; *Elementary School Teachers; *Intermediate Grades; *Primary Education; Public Schools; *State Programs; *Test Use; Testing Programs
IDENTIFIERS- *Kentucky; Kentucky Instructional Results

DOCUMENT RESUME

ED 412 244 TM 027 494

Wamboldt, Martina
Certificated Personnel and Related Information Fall 1995 (Revised).
PUB DATE- 96
NOTE- 163p.; For the 1996 report, see TM 027495.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Educational Finance; Elementary Secondary Education; *Enrollment; Minority Groups; *Principals; *School Personnel; Sex Differences; State Programs; *Teacher Certification; Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Colorado

Information used to prepare this publication about certificated school personnel in Colorado was gathered from the state's public schools and Boards of Cooperative Services during fall 1995. Tables describe teacher salaries and characteristics, including educational background and ethnicity. The fall 1995 average salary for Colorado's 35,387.9 full-time equivalent (FTE) public school teachers was $35,364, which represented a 2.3% increase over the fall 1994 average salary. The average salary for Colorado teachers has been below the national average since fall 1988. Of the 67,500.7 FTE certificated and noncertificated staff, 52.4% were classroom teachers. The number of teachers increased 1.4% over 1994, while the number of students increased 2.5% in the same period. From 1989 to 1995, as student membership increased by 16.6%, the number of FTE classroom teachers increased only 10.7%. Some 72.3% of Colorado's teachers were female, and 43.8% of principals and assistant principals were female. Only 16.6% of the state's superintendents and assistant superintendents were female. American Indians, Asians, Blacks, and Hispanics together represented 9.0% of the state's teachers. Just over 65% of the state's teachers were 40 years of age or older. From 1985 to 1995, the number of teachers under 40 years of age declined by 15.1% while the number of teachers aged over 40 increased by 50.8%. (Contains 3 illustrations and 12 tables.) (SLD)

ED 412 245 TM 027 495

Wamboldt, Martina
Certificated Personnel and Related Information, Fall 1996.
PUB DATE- 97
NOTE- 163p.; For the 1995 report, see TM 027 494.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Age Differences; Educational Finance; Elementary Secondary Education; *Enrollment; Minority Groups; *Principals; *School Personnel; Sex Differences; State Programs; *Teacher Certification; Teacher Characteristics; Teacher Salaries
IDENTIFIERS- *Colorado

Information used to prepare this publication about certificated school personnel in Colorado was gathered from the state's public schools and Boards of Cooperative Services during fall 1995. Tables describe teacher salaries and characteristics, including educational background and ethnicity. The fall 1996 average salary for Colorado's 36,397.9 full-time equivalent (FTE) public school teachers was $36,271, which represented a

ED 412 263 TM 027 566

Csete, Josephine M.; Jones, John; Kwan, Kam-por
Not Contradictory but Different; Understanding the Results of an Evaluation Study Employing an Integrated Design.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Faculty; College Students; Confidentiality; Critical Theory; Evaluation Methods; Focus Groups; Foreign Countries; Higher Education; *Integrated Activities; Interviews; Qualitative Research; *Research Design; *Student Evaluation of Teacher Performance
IDENTIFIERS- *Hong Kong; Stakeholders

This paper describes an evaluation study conducted on a student evaluation of teaching form and evaluation process newly instituted at a university in Hong Kong. The study used an integrated design with both quantitative and qualitative methods and collected information from a variety of stakeholders. The major focus of the paper is on the diverse data collected from one stakeholder group, the academic staff, (through focus group interviews in seven departments, individual interviews, and survey questionnaires completed by 212 faculty members) and the decisions and processes involved in reconciling and reporting what often appeared to be conflicting data. A framework including positivist (or quantitative), interpretive (qualitative), and critical theory approaches is used to explain the decisions made and process used. Two appendixes illustrate the reporting format for a single area of interest and the contributions of diverse data sources to the issue of confidentiality. (Contains two tables and six references.) (Author/SLD)

ED 412 264 TM 027 572

Armenteros, Eduardo C.; Roid, Gale H.
Nonverbal Abilities of Hispanic and Speech-Impaired Preschoolers.
PUB DATE- 96
NOTE- 15p.; Paper presented at the Annual Meeting of the American Psychological Association (104th, Toronto, Ontario, Canada, August 9-13, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Anglo Americans; Case Studies; Cognitive Tests; Diagnostic Tests; Ethnic Groups; *Hispanic Americans; Multivariate Analysis; *Nonverbal Ability; Nonverbal Tests; *Preschool Children; Preschool Education; Scaling; *Speech Impairments; Test Bias; *Test Use; Thinking Skills; Visualization

The present study examines a new battery of nonverbal cognitive measures used extensively with numerous preschool children. Seven nonverbal, individually administered measures of fluid reasoning and visualization were administered to these children. Raw scores were converted to age-corrected scaled scores and subjected to multivariate analysis of variance between 320 Anglo and 63 Hispanic children, and between 27

ED 412 281 TM 027 737

Collins, Mary A.; Brick, J. Michael; Nolin, Mary Jo; Vaden-Kiernan, Nancy; Gilmore, Susan; Chandler, Kathryn; Chapman, Chris
National Household Education Survey of 1996: Data File User's Manual, Volume III: Parent and Family Involvement in Education and Civic Involvement--Parent Data File.
PUB DATE- 97
NOTE- 314p.; For Volumes I through III, see TM 027 735-737.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Attitudes; Children; *Citizen Participation; Data Analysis; *Data Collection; Elementary Secondary Education; National Surveys; *Parent Participation; *Research Methodology; Response Rates (Questionnaires); Sample Size; *Sampling
IDENTIFIERS- Data Files; *National Household Education Survey; *Random Digit Dialing; User Guides

The 1996 National Household Education Survey (NHES:96) was a random digit dial telephone survey of households developed by the National Center for Education Statistics and conducted by Westat, Inc. The NHES:96 included two topical survey components, "Parent and Family Involvement in Education," (PFI) which collected data about family involvement in children's schooling, and "Civic Involvement," (CI) which collected data about participation in civic activities and attitudes toward government. This manual provides documentation and guidance for users of the public release data file for the Parent and Family Involvement in Education and Civic Involvement (Parent PFI/CI) component of the NHES:96. This volume contains a description of the Parent PFI/CI file and a discussion of data considerations and anomalies. The file consists of data from all completed Parent PFI/CI interviews. There are 3 records for each interview, so the file contains 62,376 records for the 20,792 completed interviews. Data items are listed in the following order: (1) system variables; (2) household membership variables; (3) questionnaire item variables; (4) household characteristic variables; (5) derived variables; (6) weighting and variance estimation variables; and (7) imputation flag variables. Included as appendixes are the public file layout, the Statistical Analysis System code for creating derived variables, the codebook for the Parent PFI/CI public data file, and directions and sample code for linking NHES:96 files. This volume is meant to be read in conjunction with Volume I, an overview of survey methodology. (SLD)

ED 412 282 TM 027 738

Collins, Mary A.; Chandler, Kathryn
NHES:91/93/95/96 Electronic CodeBook (ECB) User's Guide. National Household Education Survey.
PUB DATE- 97
NOTE- 94p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations)

London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Case Studies; Document Delivery; Foreign Countries; Information Management; *Information Services; Information Technology; Internet; *Online Systems; Problem Solving; User Needs (Information)
IDENTIFIERS- Connectivity; Digital Data; *Digital Technology; *Mobile Equipment; Notebook Computers

The phrase "information on demand" is often used to describe situations in which digital electronic information can be delivered to particular points of need at times and in ways that are determined by the specific requirements of individual consumers or client groups. The advent of "mobile" computing equipment now makes the realization of this technique a practical reality. In order to discuss this approach to information provision, this paper classifies digital information archives into four basic types: global, local, isolated and mobile. The characteristics and properties of these different types of information are described and the relationships between them are then discussed. The taxonomy that is introduced is used as a basis for the presentation of a case study which illustrates some of the ways in which this type of equipment can be used to access, update and process remote online information in a totally interactive fashion. (Contains 25 references.) (Author)

ED 411 843 IR 056 670

White, Martin
New Directions in the Delivery of Business News.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Business; Business Communication; Databases; Desktop Publishing; Foreign Countries; *Information Industry; Information Retrieval; *Information Services; News Media; *Online Systems; *Online Vendors; Organizations (Groups); World Wide Web
IDENTIFIERS- *Europe; *United States

After a period of slow growth, companies that provide business news to the manager's desktop PC are now among the most rapidly growing companies in the United States information industry. Well established companies such as Desktop Data and Individual, Inc. are now being joined by a number of new services and by enhanced versions of existing services, as well as services based entirely on World Wide Web technology. The provision of profiled business news services is one of the high growth sectors in the United States online market. Some of the leading US-owned vendors are profiled in this paper, as well as emerging service operators in Europe. Some of the issues influencing the rate of adoption of these services in Europe are discussed, including database content; profiling

Search Intermediaries; Search Strategies; User Needs (Information); World Wide Web
IDENTIFIERS- *Competitive Intelligence; Search Engines; United Kingdom

Competitor information gathering is a key aspect of business planning. Information can be collected from either published or unpublished sources. Unpublished information will often be verified based on material from published sources. Published information is more likely to be factual and includes financial, stockmarket, press, market and industry, product, trademark and patent sources. Much published information is now available online but the specific skills of a dedicated competitor analyst are required to best utilize these information sources. The traditional online hosts such as FT Profile, MAID, Data-Star, and Dialog each host databases that can be used to obtain competitor intelligence. Typical databases include those from Dun & Bradstreet, Reuters Textline, the Derwent World Patent Index, Kompass, Investext, and others. The Internet has recently become an important source for competitor information, containing competitor promotional material as well as items from independent sources. Internet search engines such as Digital's Alta Vista can locate information of interest on both the World Wide Web and Usenet. (Author/SWC)

ED 411 861 IR 056 688

Crane, Dennis J.
Creating Services for the Digital Library.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Software; Databases; *Electronic Libraries; Futures (of Society); Information Scientists; Information Technology; Internet; Library Role; *Library Services; Online Searching; Online Systems; Reference Services; *Search Intermediaries; *Technological Advancement; *User Needs (Information); Users (Information)

The terms "virtual library," "digital library," and "electronic library" have received growing attention among professional librarians, researchers, and users of information over the past decade. The confluence of exploding sources of data, expanding technical capability, and constrained time and money will quickly move these concepts from exploration to execution by the turn of the century. Converting the potential of the digital library into reality demands a powerful array of services for users. Formulating and delivering those services will test many of the conventions under which researching and online services have operated over the past decade. This paper proposes using software and electronic content to emulate interaction between the reference librarian and the library patron as the model to define and deliver highly valued "Digital Researcher" services. These Digital Researcher services can fill a fundamental gap between the potential and the reality of digital libraries. Computers, software, and intelligent Content Bases can powerfully augment the traditional research professional. Digital Researcher services will not displace information professionals. Rather they will students must have a desire and an ability to learn, including inquiring minds and higher order process skills; the means must be provided through a well-defined educational infrastructure and appropriate teaching models; and a perceived need must exist for education or training. In Singapore, the educational system and societal pressures lead students to desire success in examinations more than learning itself. This issue is being addressed by modifying the examination system, trimming school curriculum, and increasing the use of information technology in the classroom. Students' impressive achievements in school performance may also rest merely on exam-smart skills rather than true cognitive intelligence. As a result, structured programs have been implemented that require utilization of analytical skills that prepare for higher education. The means for lifelong learning is being provided in the country through programs that promote learner-centered approaches and the teaching of thinking skills. To fully implement lifelong learning, Singapore should develop regional cooperation and a systems approach to maximize resources; focus on both national and international contexts; and address problems related to parochialism, assessment benchmarks, and funding sources. Contains 39 references. (YKH)

ED 411 878   JC 970 462

Wang, Cheng-Yen
Advancing Lifelong Learning through Adult Education Policy in Chinese Taipei.
PUB DATE- 97
NOTE- 15p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Change Strategies; Continuing Education; Educational Improvement; *Educational Policy; Educational Practices; Educational Principles; Foreign Countries; *Government School Relationship; *Lifelong Learning; National Programs; Participative Decision Making; Policy Formation; Postsecondary Education
IDENTIFIERS- *Taiwan (Taipei)

Focusing on recent trends in Chinese Taipei, this paper analyzes ways in which adult education policies may be used to establish a successful and permanent foundation for lifelong learning. First, political, social, and educational dimensions of life in Chinese Taipei are examined, highlighting a major weakness in the field of adult education due to little or unproductive collaboration between providers. Next, the government's adult education policies are analyzed, focusing on 1992's Five Year Scheme, which laid the foundation for raising the standards of adult educational practices and lifelong learning; 1996's Lifelong Learning Oriented Middle Stage Adult Education Development Scheme, emphasizing programming and implementation of the Five Year Scheme; and Whole Construction of Community, a cultural policy package designed to establish a systematic learning society in the country. The following four strategies to strengthen adult education are then presented: (1) bridge the gap between policy and practice by developing a needs assessment tool to determine present demands and reveal future trends; (2) increase multiple participation in policy making by involving participants, providers, and other government departments; (3) balance descriptive and prescriptive demands; and (4) improve program evaluation through multiple, inter-, due in part to traditional ideas of formal education, and lack of governmental support. In 1994, however, President Lee delivered a speech advocating lifelong learning, and governmental initiatives ensued. The Ministry of Education (MOE) initiated a "5-Year Plan to Develop and Improve Adult Education," which will produce more independent, nonprofit educational organizations. In order to cultivate lifelong learning, there needs to be greater private sector involvement within Chinese Taipei. Colleges and universities must also make greater societal contributions to adult learning. The MOE is attempting to remove some of their traditional restrictions, such as the current exam system. A balance must be achieved between formal and non-formal educational opportunities, and diverse programming must be available to satisfy the wide range of societal and individual needs. Chinese Taipei is attempting to make use of multimedia resources, and encourage private philanthropic organizations to participate in lifelong learning programs. A single, focused, comprehensive strategy must be implemented in order for Chinese Taipei to remain economically competitive. Contains 12 references. (YKH)

ED 411 897 JC 970 481

Makino, Atsushi
Recent Developments in Japan's Lifelong Learning Society.
PUB DATE- 97
NOTE- 19p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Economic Change; *Educational Change; *Educational Policy; Foreign Countries; *Lifelong Learning; Program Development; Program Implementation; Social Change
IDENTIFIERS- *Japan

In the wake of economic and social change in Japan, several lifelong learning initiatives have been implemented. Structural changes such as internationalization, the coming of the information age, and the maturation of Japanese society caused the formerly homogeneous society to become more flexible, paving the way for lifelong learning. Additional changes included a shift in the majority of employment from full time to part time, and educational reform. Japan is also attempting to get the family more involved with children's learning in order to foster unity and individuality. The Ad Hoc Council for Educational Reform helped move lifelong learning from the conceptual to the policy stage in the late 1980s. The 14th Central Council for Education submitted a report titled "Basic Maintenance for Lifelong Learning," which outlined needed reforms. This gave rise to the Lifelong Learning Promotion Act, which legally established the Council's recommendations. The Education Administration will lose its autonomy and be gradually subsumed by the General Administration. In addition, local bodies will be prevented from participating in the lifelong learning system, but the private sector will be encouraged to participate. Lifelong learning has taken great strides in Japan, and can be used as a developmental model for other Asia Pacific economies. Contains 20 references. (YKH)

ED 411 898 JC 970 482

Wu, Huiping; Ye, Qilian
Lifelong Learning in the People's Republic of China.

of leadership in changing times. There is lack of cohesion between faculty and administrators. Both groups must prepare students to live in a changing world, and make the necessary institutional transformations to do so. Community colleges have been accused of failing to adequately prepare their students for survival in modern society through archaic practices and inefficient policies. With the increased competition from proprietary schools over postsecondary education, colleges must employ innovation and flexibility. Suggestions for change include: (1) create a teaching/learning/working environment which fosters change; (2) re-examine the previously used collegial decision-making model; (3) recognize technology as the key for future change; (4) reorganize hierarchical structures so that they are more flexible; (5) move toward becoming pure "learning institutions"; (6) forge new and creative partnerships; and (7) redefine the definition of community to include the state, the nation, and the world. Citizens may act locally, but think globally, to fulfill the responsibility of preparing students for survival in a rapidly changing world. (YKH)

ED 411 916   JC 970 526

Vision 2000: Charting a Course for the Future. Strategic Plan for the Illinois Community College System.
PUB DATE- 93
NOTE- 58p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Accountability; *Community Colleges; Curriculum Development; Educational Cooperation; *Educational Objectives; *Futures (of Society); Meetings; Partnerships in Education; Program Development; Program Implementation; Student Needs; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

The Illinois Community College System has charted a course for the 21st century that responds to both the individual and community education needs. This plan, named Vision 2000, is the culmination of regional town meetings which clarified five educational goals. It offers liberal arts and sciences programs, occupational programs, developmental programs, and public service programs. The first theme of the town meeting was teaching and learning. It was agreed that the Illinois community college system should focus on the individual needs of the students, awareness of latest teaching methods and effective staff development programs, the teaching/learning process should utilize the latest technology, and give attention to curriculum development. Additionally, the Illinois community college system should take a leadership role in the workforce, and become an active participant in the Federal school-to-work program. The second theme was student access and opportunity. Town meeting participants agreed that cooperation between community colleges and other higher education institutions is necessary, along with appropriate assessment, remediation, advisement, and low cost. The third theme, accountability, was determined to require a common statewide definition of indicators, locally driven measures, resources for accountability initiatives, and focus on student satisfaction. Theme four, community, can benefit from cooperative relationships among colleges, partnerships with business, and collaboration among colleges. Theme five, resources, can be acquired through coalitions of faculty, students, staff, and the private sector. Appendices include a

Education; Program Effectiveness; *Program Evaluation; School Community Relationship; School Readiness; Workshops
IDENTIFIERS- *Minnesota

Minnesota's Family Service Collaboratives and Children's Initiative Partners encourage cooperation between communities and schools to improve the health of babies and children, increase school readiness, provide stable family environments, and promote basic academic skills. To fulfill the evaluation needs of these programs, this resource manual presents an evaluation workshop designed to assist collaborative teams in conceptualizing and specifying their evaluation designs using a common evaluation framework that will allow for both site-specific and cross-site reporting of outcomes. The materials included in this manual introduce a five-step process for specifying an outcome evaluation design: (1) defining and specifying the key elements of the collaborative initiative; (2) specifying evaluation claims about the observable effects of the initiative; (3) specifying the evidence or documentation that may be used to substantiate each claim; (4) creating a map that links key elements and indicators; and (5) specifying an evaluation plan that includes level of evidence for each indicator, instruments and procedures, data analysis and standards of comparison. The manual discusses the role of evaluation consultants in assisting sites to specify their outcome education plans, and includes a form for sites to indicate the types of assistance that would be most helpful to them. Four background articles on potential outcomes and indicators, and a form for evaluating the workshop are appended. (JPB)

ED 411 935 PS 023 967

Families and Justice: From Neighborhoods to Nations. Proceedings of the Annual Conference of the National Council on Family Relations (56th, Minneapolis, Minnesota, November 10-13, 1994).
PUB DATE- 94
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Abstracts; Cultural Influences; Family Attitudes; Family Caregivers; Family Characteristics; Family Environment; Family Health; Family Life; Family Life Education; *Family Problems; *Family Programs; Family Relationship; Family Role; Family School Relationship; *Family (Sociological Unit); Family Status; Family Structure; Family Violence; Family Work Relationship; *Justice; Parent Education; Professional Development; Program Descriptions; Psychotherapy; Public Policy; Stress Management
IDENTIFIERS- United Nations Intl Year of the Family 1994

These conference proceedings contain short abstracts of major sessions from the conference of the National Council on Family Relations held in observance of the 1994 United Nations International Year of the Family. Topics for the sessions were wide ranging, and included: (1) parenting and parent education; (2) marriage and family relationships; (3) individual and family therapy issues; (4) research methodology; (5) professional development; (6) public policy related to families; (7) family work relationships; (8) services for children and families; (9) cultural, ethnic, and socioeconomic influences on families; (10) chronic or acute health conditions or disabilities and their impact on individuals and families; and (11) adolescent and youth issues. (KB)

*Cooperative Learning; Critical Thinking; Curriculum Development; Discipline Problems; Elementary Education; *High Risk Students; Interpersonal Competence; Intervention; Program Effectiveness; Social Behavior; Social Development; Student Evaluation; Student Problems; *Thinking Skills; Violence
IDENTIFIERS- Behavior Management; Gardner (Howard); *Multiple Intelligences; Social Conflict

This action research project implemented and evaluated an intervention program to reduce disruptive behavior interfering with students' academic growth. The targeted population consisted of students in four primary classrooms in a large urban center in central Illinois. The problem of disruptive behavior was documented by means of a behavior checklist, teacher observations, discipline referrals to administration, and academic assessments. Analysis of probable cause data revealed that a changing school population, a decline in parental supervision, a lack of sufficient support personnel, and a curriculum overload contributed to the problem. The professional literature suggested students' lack of responsibility for their own behavior and learning; changes in societal values; an insensitivity to diverse cultures; and lack of social skills. A review of solution strategies resulted in three major categories of intervention: cooperative learning, multiple intelligence strategies, and higher order thinking skills. Post-intervention data indicated a decrease in the disruptive behavior that interfered with students' academic growth. The number of students who were academically at risk decreased as behavior improved. (Nine appendices include a discipline record form, multiple intelligence activity sheet, lesson plans, and other teacher materials. Contains 22 references.)(Author/SD)

ED 411 955 PS 025 775

Seng, SeokHoon; Seng, Tan Oon
Reflective Teaching and the Portfolio Approach in Early Childhood Staff Development.
PUB DATE- 96
NOTE- 11p.; Paper presented at the Joint Conference of the Educational Research Association of Singapore and the Australian Association for Research in Education (Singapore, November 25-29, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Early Childhood Education; Elementary School Teachers; Evaluation Methods; *Faculty Development; Foreign Countries; Professional Development; *Reflective Teaching; Teacher Competencies; Teacher Effectiveness; *Teacher Evaluation
IDENTIFIERS- *Reflective Analysis

Recognizing that reflective practice is an important approach for professional and staff development, this paper discusses the use of the teaching portfolio approach to improving reflection and reflective practices among early childhood education staff. The teaching portfolio approach involves collecting evidence of best practices; developing a framework of core competencies and professional values; encouraging a system of collegiality, collaborative and peer learning; and recognizing and rewarding reflective innovative practices. The paper discusses the results of three surveys of tertiary institution staff to determine authentic evidences that would be useful for demonstrating their competence and professionalism as educators. The survey results are then used as a base to

Influence; *Parent Role; Parenting Skills; Role Models; Self
Esteem; Significant Others; Socialization; Teacher Student
Relationship; Values; Values Clarification; Values Education
IDENTIFIERS- Celebrities; *Heroes; Identity Formation

Despite competition from celebrities, athletes, and musicians, children still regard parents as their primary heroes. This book suggests how parents can realize their potential as role models and deal with the influence of other role models. Chapter 1, "Understand Who Your Child's #1 Hero and Role Model Is," considers the concept of hero and identifies criteria for parents as heroes. Chapter 2, "Know and Share Your Values," discusses identification and demonstration of values. Chapter 3, "Strengthen Your Child's Self-Esteem," highlights ways to strengthen self- and family-esteem. Chapter 4, "Talk with Your Child," focuses on building effective parent-child communication. Chapter 5, "Examine Your Child's Environment," suggests ways to become aware of environmental factors affecting children and how parents can teach them about choices that influence their well-being. Chapter 6, "Heroes or Idols? Hollywood Celebrities and Sports Stars," examines what youth learn from celebrities from entertainment and sports and how parents can mirror celebrities' positive aspects. Chapter 7, "Heroes or Famous Personalities? Mythological Characters and Historical Figures," discusses helping children become interested in history and mythology and how these characters can facilitate development. Chapter 8, "Heroes or Angels? Humanitarians, Good Samaritans, and Courageous Individuals," gives several examples of individuals and organizations who help others. Chapter 9, "Heroes or Teachers? Mentors and Life Coaches," focuses on mentoring and coaching. Chapter 10, "Heroism--Deeds, Decency, and Endurance," presents evidence that celebrities are not, in fact, major influences on young people, highlights community members as role models, and summarizes parents' roles as children's heroes. Ten appendices provide worksheets. Each chapter contains references. (Author/KB)

ED 411 972 PS 025 812

Yeager, Mark
Breakfast is Only the Beginning: A Fun-Filled, Practical Guide to Keeping Up with Your Preschooler.
PUB DATE- 97
NOTE- 224p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Behavior Modification; *Child Rearing; Developmental Stages; Outdoor Activities; Parent Child Relationship; *Parenting Skills; Play; *Preschool Children; Preschool Education; Sleep
IDENTIFIERS- Daily Activities; Daily Routines; Toilet Training

Parents of preschoolers have no time for trial and error; the they are too busy with day-to-day survival. Practical survival tips for parents of preschoolers are interspersed with humorous anecdotes in this book, organized according to a typical day in the lives of preschool children. Tips are organized according to three interaction levels: (1) "parents initiate goal-directed activities, and children agree to participate"; (2) "parents behaving like grown-ups and kids behaving like children"; and (3) "anything that makes a parent feel guilty."

Students; Junior High Schools; *Mathematics Achievement; Middle Schools; Nuclear Family; One Parent Family; *Reading Achievement; *Student Behavior

IDENTIFIERS- *Nontraditional Family

This study examined the differences in reading and mathematics achievement and the discipline records of eighth grade students who lived with both of their biological parents and those who did not. Participating were 199 eighth grade middle school students in rural Georgia. The 103 students in the traditionally parented group came from their original, biological two-parent family. The 96 students in the non-traditionally parented group consisted of students whose home life differed in any way from that of the traditional group. Findings indicated that mathematics achievement on the Iowa Test of Basic Skills (ITBS) did not differ between the two groups. Students from two-parent families scored higher on the ITBS Reading Achievement and had fewer behavior infractions over the course of the year than students from non-traditional families. (Contains 47 references.) (Author/KB)

ED 411 989 PS 025 843

Families Get Involved! Learning Partners.

PUB DATE- 97

NOTE- 3p.; Information in this paper was taken from "Reaching All Families: Creating Family-Friendly Schools", see ED 400 117; and "Strong Families, Strong Schools", see ED 371 909.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)

DESCRIPTORS- Elementary Secondary Education; Family Involvement; Family Role; Family School Relationship; *Parent Participation; *Parent Role; *Parent School Relationship; *Parent Student Relationship

Noting that families who are involved in their children's education make a difference in their child's performance, this two-page information sheet encourages families to get involved by listing the benefits of family involvement on one side and the ways adult family members can help in the school on the other. As a result of family participation: (1) parents improve communication with their children; (2) children attain higher grades and test scores; (3) children have better school attendance; (4) children are more likely to graduate from high school and attend college; (5) parents gain a sense of accomplishment; (6) parents gain a stronger social network with other parents and the community; (7) parents participate in the life of the school, experiencing first-hand the teaching and learning that occurs; (8) everyone's learning is strengthened as parents share their values and high expectations for their children; (9) children learn good study habits by reading with parents, following a daily homework routine, watching television wisely, and being involved in enrichment activities; and (10) parents may decide to continue their own education. Ways families can be involved in school include: (1) chaperoning field trips or social events; (2) volunteering for special projects; (3) participating in community activities or fundraising through bake sales or book fairs; (4) tutoring other children; (5) making phone calls and contacting other families about special events; (6) serving as a class resource by sharing knowledge of other countries, ethnic groups, or jobs; (7) helping as an office aide or a teacher's aide; and

Interpersonal Competence; *Junior High School Students; Junior High Schools; Learning Motivation; Middle Schools; Student Behavior; *Student Improvement; *Student Motivation; Student Participation; Time on Task
IDENTIFIERS- *Middle School Students; Multiple Intelligences

This action research project evaluated an intervention to improve student motivation, attendance, homework return, and academic growth. Participating were 22 third graders and 53 middle school students in two growing middle class communities in north central Illinois. Inadequate student motivation was documented through data on attendance, student time on task, class participation, and teacher journals recording classroom behavior and academic achievement. The resulting intervention consisted of: (1) cooperative learning activities implemented once weekly; (2) implementation of student choice concerning activities and assignments; and (3) lessons designed to reflect students' learning preferences, using a multiple intelligences perspective. Post intervention data indicated an increase in motivation for most of the targeted behaviors, especially staying on task, using time wisely, and asking and answering questions. Attendance rates fluctuated throughout the intervention. Teacher journals revealed a shift toward teachers assuming a facilitator role and an increase in the use of lesson plans targeting the seven multiple intelligences. (Eight appendices contain data collection instruments and sample instructional materials. Contains 37 references.) (KB)

ED 412 007   PS 025 867

Kelly, Caroline R.
Improving Student Discipline at the Primary Level.
PUB DATE- 97
NOTE- 83p.; Master's Action Research Project, Saint Xavier University and IRI Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Behavior Problems; *Change Strategies; Childrens Literature; Classroom Techniques; Conflict Resolution; Educational Environment; Interpersonal Competence; *Kindergarten Children; Motivation; Primary Education; Problem Solving; Program Evaluation; Puppetry; Responsibility; Self Esteem; Student Behavior; Time on Task
IDENTIFIERS- *Behavior Management; MegaSkills Programs; Second Step Violence Prevention Program

This action research project evaluated the impact of an intervention for reducing the inappropriate student behavior of primary school students. Participating were kindergartners in a large metropolitan area in northern Illinois. Inappropriate behaviors, such as physical aggression and using inappropriate words for self-expression, were documented by means of behavior checklists and surveys of teachers, students, and parents. The resulting 16-week intervention consisted of: (1) reading children's literature relating to children's problems and using puppets to dramatize the literature; and (2) implementing the Second Step Violence Prevention Program, a conflict-resolution and social-skills curriculum using lessons, stories and discussion, role playing, and take-home activities; and (3) implementing the Megaskills Program, a program to build motivation, confidence, effort, responsibility, initiative, teamwork, problem-solving, caring, perseverance, and common sense. Post-intervention assessments indicated that the number of hitting, pushing, and kicking incidents decreased by 80

Working Paper by Quality 2000, Advancing Early Care and Education Directed by Sharon Lynn Kagan at Yale University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - General (140)
DESCRIPTORS- *Children; Compensation (Remuneration); Early Childhood Education; *Family Day Care; Government Role; Lunch Programs; Organizations (Groups); Policy Analysis; Professional Development; Program Implementation
IDENTIFIERS- Child Care Costs; Child Care Legislation; Child Care Needs; Child Care Resource Centers; *Day Care Quality; Day Care Regulations; Resource and Referral Service

Although family child care has the potential to offer young children individual attention and customized, educational programs to help them thrive, the quality of these programs is dependent upon a workforce that is at the bottom of the occupational status and pay hierarchy. This report examines ways to promote high quality in family child care programs. Part 1, "Family Child Care Today," considers the demographics of family child care, its strengths and liabilities, and the role of education. Part 2, "Strategies for Supporting Quality in Family Child Care," examines characteristics of appropriate training and incentives for training family child care providers; ways to ensure small group size and low adult-child ratio; family child care regulations; methods of ensuring continuing professional development among providers; and infrastructure support such as provider associations, resource and referral agencies, and food programs. Part 3, "Barriers That Inhibit Quality in Family Child Care," addresses low compensation, low social status and cultural devaluation, low job retention of providers, family child care costs, inadequate financing, and the absence of a national alliance for early care and education. Part 4, "A Vision of Support for the Quality of Family Child Care," examines the coordination of effort at the national and community level necessary to secure comprehensive support for the quality of family child care, including a major shift in public opinion, federal legislation, foundation and corporation funding, community provider support, parent support, and improvement of compensation for providers. (Contains 92 references.) (Author/KB)

ED 412 024 PS 025 902

Kieneker, Nanette; Maas, Judith
Mothers Speaking: A Study on the Experience of Mothers with Samenspel. Working Papers in Early Childhood Development, No. 21.
PUB DATE- 97
NOTE- 44p.; Originally published in Dutch as: "Moeders aan het woord: een onderzoek naar de ervaringen van moeders met Samenspel."
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Reports - Research/Technical (143),Translations (170)
DESCRIPTORS- Child Development; *Early Childhood Education; Foreign Countries; *Minority Group Children; Minority Groups; *Mother Attitudes; Mothers; Parent Child Relationship; *Program Attitudes; Program Evaluation
IDENTIFIERS- Netherlands; Play Centers; *Playgroups

Focusing on minority group children, ages 2 to 4 years, and their mothers, the Netherlands' Samenspel project is intended to be a link between the home environment and the preschool or primary

IDENTIFIERS- Adventure Therapy; *Outdoor Leadership

This book is a collection of feminist analyses of various topics in experiential education, particularly as it applies to outdoors and adventure education, as well as practical examples of how women's experiences can contribute to the field as a whole. Following an introduction, "The Quilt of Women's Voices" (Maya Angelou), the 25 chapters are: "Women's Outdoor Adventures: Myth and Reality" (Karen Warren); "Why Women's Outdoor Trips?" (Mary McClintock); "Inside Work, Outdoors: Women, Metaphor, and Meaning" (Heidi Mack); "The Eustress Paradigm: A Strategy for Decreasing Stress in Wilderness Adventure Programming" (Anjanette Estrellas); "The Value of Therapeutic Wilderness Programs for Incest Survivors: A Look at Two Dominant Program Models" (Ruth Rohde); "The History of Camping Women in the Professionalization of Experiential Education" (Wilma Miranda, Rita Yerkes); "A Philosophical Basis for a Women's Outdoor Adventure Program" (Denise Mitten); "The Outdoor Recreation Experience: Factors Affecting Participation of African American Women" (Nina S. Roberts, Ellen B. Drogin); "Leading the Way: Strategies That Enhance Women's Involvement in Experiential Education Careers" (T. A. Loeffler); "Feminist Perspectives on Outdoor Leadership" (Karla Henderson); "Feminist Pedagogy and Experiential Education: A Critical Look" (Karen Warren, Alison Rheingold); "Outdoor Leadership Considerations with Women Survivors of Sexual Abuse" (Denise Mitten, Rosalind Dutton); "Feminists Challenging Assumptions about Outdoor Leadership" (Martha Bell); "The Value of Feminist Ethics in Experiential Education Teaching and Leadership" (Denise Mitten); "A Politicized Ethic of Care: Environmental Education from an Ecofeminist Perspective" (Constance L. Russell, Anne C. Bell); "The Midwife Teacher: Engaging Students in the Experiential Education Process" (Karen Warren); "Women and the Outdoors: Toward Spiritual Empowerment" (Karla A. Henderson); "Snips and Snails and Puppy Dog Tails...The Use of Gender-Free Language in Experiential Education" (Deb Jordan); "Sexual Harassment and Experiential Education Programs: A Closer Look" (T. A. Loeffler); "Women of Color in Experiential Education: Crossing Cultural Boundaries" (Nina Roberts); "Lesbian Baiting Hurts All Women" (Mary McClintock); "Turn Off the Radio and Sing for Your Lives! Women, Singing, and Experiential Education" (Moon Joyce); "'Connecting with Courage,' an Outward Bound Program for Adolescent Girls" (Terry Porter); "Facing Women's Fear of Failure: An AWEsome Experience" (Anne Dal Vera); and "Women in Experiential Education Speak Out: An Anthology of Personal Stories across Cultures" (Nina S. Roberts, Ellen J. Winiarczyk). Contains references, author profiles, and an annotated bibliography of Association for Experiential Education publications. (SV)

ED 412 040   RC 021 161

Estrellas, Anjanette
The Eustress Paradigm: A Strategy for Decreasing Stress in Wilderness Adventure Programming.
PUB DATE- 96
NOTE- 14p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; Coping; Emotional Development; Experiential Learning; *Females; Feminist Criticism; Models; Risk; *Stress Variables; *Well Being; Wilderness

too big, too powerful, too intrusive, too insular, and too unresponsive to the needs of individual citizens and small local communities. Specific strategies are proposed for decentralizing and downsizing virtually every major institution in America, including the peaceful dissolution of the United States itself through secession. Chapter 4 sees small towns and rural communities as our last hope for renewing community life and proposes a policy shift from urban renewal to the promotion of sustainable rural communities. Chapter 5 focuses on the failures of U.S. public education; lays the blame on excessive centralization, overregulation, and absence of community; discusses the futility of looking for a quick fix in technology; and suggests solutions in competition and school choice and in the creation of small, locally controlled schools that foster self-initiated learning. Chapter 6 deplores the rising enrollments, rising costs, and declining educational quality at giant universities and calls for a complete restructuring of university organization, pedagogy, and curriculum. Contains references and an index. (SV)

ED 412 058   RC 021 193

Hadden, Gerry, Comp.
Teenage Refugees from Guatemala Speak Out. In Their Own Voices Series.
PUB DATE- 97
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Literature; *Adolescents; *Aspiration; Family Life; Foreign Countries; Hispanic Americans; Immigrants; Latin Americans; *Maya (People); Out of School Youth; Personal Narratives; *Refugees; Secondary Education; Secondary School Students; Student Attitudes; *Student Experience; War; *Youth Problems
IDENTIFIERS- Guatemala; *Guatemalan Americans

In December 1996, a peace accord ended 30 years of civil war in Guatemala, during which an estimated 200,000 people were killed and over 1 million were displaced. Most of the war's victims have been indigenous (Maya) Guatemalans--who make up about 65 percent of the population--and other supporters of economic and political reforms. In this book, seven young Guatemalan refugees in the United States and Canada tell their stories. These boys and girls are 13-18 years old and include legal and illegal immigrants, students and dropouts, Maya Indians and "ladinos" (culturally Hispanic persons), and permanent immigrants and those who plan to return to Guatemala. They speak about fleeing the war and entering a new country, learning English, educational experiences in Guatemala and the United States, work experiences, efforts to stay in touch with family members, family survival strategies, racism, personal interests, culture conflict, acculturation, and aspirations for further education and a better life. An introduction provides background on Guatemalan history and politics, the civil war, and the current situation. Includes a glossary, photographs, an index, and suggestions for further reading. (SV)

ED 412 059   RC 021 194

Wurdinger, Scott D.
Philosophical Issues in Adventure Education.
PUB DATE- 94

into the text, providing a challenge problem after solved problems. More than 350 problems are found at the end of the chapters with solutions available in a solutions manual. Mathematical topics covered in the book include inductive reasoning, logic, parity, planar geometry, solid geometry, analytic geometry, probability, recreational mathematics, and real life connections. (DDR)

ED 412 079   SE 060 590

Ney, Catherine R.
Connections: Water, Systems, and Resources. Unit Grade 3.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Ecology; Environment; Environmental Education; Grade 3; *Hands on Science; *Interdisciplinary Approach; Lesson Plans; *Natural Resources; Primary Education; Science Activities; Teaching Guides; Writing Across the Curriculum
IDENTIFIERS- Virginia

Natural Resources for Grade 3 is a "hands-on" environmental activities unit designed for teachers to use with their students. Activities are chosen from natural resource programs such as Project Learning Tree, Project WILD, Aquatic Wild, and Project WET. The activities address natural resource themes and meet the Virginia Standards of Learning for Grade 3. The 30 lessons contained within cover a number of topics including the water cycle, survival of species, sources of energy, the life cycle of a tree, plant and animal diversity, food chains, and animal adaptations. The lessons are interdisciplinary in their approach, meeting objectives from science, mathematics, oral language, reading, literature, writing, and research skills. (DDR)

ED 412 080   SE 060 591

Ney, Catherine R.; Cross, Pat
Connections: Weather, Systems, and Resources. Unit Grade 4.
PUB DATE- 96
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Academic Standards; Animals; Biology; Ecology; Environment; *Environmental Education; Grade 4; *Hands on Science; *Interdisciplinary Approach; Intermediate Grades; Lesson Plans; *Natural Resources; Plants (Botany); Science Activities; Teaching Guides; Writing Across the Curriculum
IDENTIFIERS- Virginia

Natural Resources for Grade 4 is a "hands-on" environmental activities unit designed for teachers to use with their students. Activities are chosen from natural resource programs such as Project Learning Tree, Project WILD, Aquatic Wild, and Project WET. The activities address natural resource themes and meet the Virginia Standards of Learning for Grade 4. The 30 lessons contained within cover a number of topics including weather, plant anatomy, life processes, plants and animal in an ecosystem, and Virginia's natural resources. The lessons are interdisciplinary in their approach, meeting objectives from small subset of students. The program appears to foster a sense of group identity, providing students with a sense of belonging at the university. Findings also suggest a significant impact on student learning processes through the fostering of a collaborative learning approach. (DDR)

ED 412 101 SE 060 620

Armstrong, Raymond; Drake, Thomas; Cunningham, Judith; Arevalo, Cheryl L.
Mathematics Program Evaluation Grades K-12.
PUB DATE- 96
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Evaluation; Educational Assessment; Educational Objectives; Educational Policy; Elementary Secondary Education; *Formative Evaluation; *Futures (of Society); *Input Output Analysis; *Mathematics Achievement; Mathematics Education; Mathematics Instruction; Performance Factors; Program Effectiveness; *Summative Evaluation
IDENTIFIERS- *Des Moines Public Schools IA

This paper evaluates the mathematics program of the Des Moines (Iowa) Independent Community School district. The mathematics curricula in the Des Moines schools is in a state of transition to meet national standards in mathematics. The national standards are completely in agreement with the district's mission statement, which is to provide a quality educational program to a diverse community of students where all are expected to learn. The mathematics program mission statement promotes an expanded vision of mathematics. The program is assessed by evaluating its educational components: (1) context (societal beliefs, standards, history, current program description, and past needs identified in mathematics); (2) input (budget and revenue, instructional materials, student time allotments, and human resource costs); (3) process (current year goals in math, staff development, instructional methods, management systems, computer-aided instruction, alternative assessment, and course revisions); and (4) product (strengths and deficiencies, standardized test results, district criterion referenced tests, grade marks, awards, cost-benefit analysis, and curriculum management audit). A section on future planning describes plans for the Mathematics Department. Plans addressed include math background of middle school math teachers, achievement of females and minorities, high school math course revisions, and technology. (PVD)

ED 412 102 SE 060 630

Astro Algebra CD-ROM .
PUB DATE- 97
NOTE- 0p.; Subtitle: "Builds Confidence for Math Success." CD-ROM comes with printed "User's Guide."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- cond Year" (Jens Dahl, Andrew Gray); and "The 53rd Session of the Commission on Human Rights" (Inger
DESCRIPTORS- *Algebra; Computer Uses in Education; Educational Technology; Elementary Secondary Education; General Mathematics; Mathematical Concepts; *Mathematics Instruction; Mathematics Materials; Mathematics Skills; Number Concepts

Astro Algebra is one of six titles in the Mighty Math Series from Edmark, a comprehensive line of math software for students from

In six sites across the United States teams of teachers began creating "portfolio cultures"--classrooms where growth towards high common standards and reflection was emphasized for both students and teachers. Working groups of teachers became involved in a 2-year process to develop curriculum. This book is a part of this series emphasizing the exploration of the functional relationship in mathematics and science. The chapters, written by teachers, are their reflections on what is possible for young adolescent learners. Chapters include: (1) "Seeing the World through Mathematical Eyes: Exploring Functional Relationships" (Ron Ritchhart); (2) "Making Functions Meaningful: The Mount View Story" (Betsy Berry and Marcy Converse); (3) "Finding a Place for Functions in the Science Classroom: Exploring the Respiratory System" (Carrie Wong); (4) "Math Curse Revisited: Seeing Math in Many Places" (Amy Benedicty and Sean Donahoe); (5) "Do Fish Sleep?: Using Functions To Guide Scientific Inquiry" (Mike Benway and Ron Ritchhart); (6) "A Conversation among (Critical) Friends" (Ron Ritchhart, Joan Boykoff Baron, Donna Foley, and Roy Gould); and (7) "In Praise of Messiness, Betting Against the Odds, and Reinventing the Wheel as Avenues for the Development of Understanding" (Ron Ritchhart). A curriculum seminar schedule, curriculum seminar activities, and unit lesson plans are also included. (ASK)

ED 412 121   SE 060 682

Nelson, Barbara Scott
Lenses on Learning: How Administrators' Ideas about Mathematics, Learning and Teaching Influence Their Approaches To Action in an Era of Reform. Center for the Development of Teaching Paper Series.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Administrator Attitudes; *Educational Change; Elementary Secondary Education; Instructional Development; *Mathematics Education

If the intellectual norms and values embedded in the mathematics education reform movement are to move beyond individual classrooms and significantly influence entire schools and districts, school and district administrators will need to become centrally rather than peripherally involved. This paper discusses the way in which administrators' ideas about the nature of mathematics, learning, teaching, and school culture affect their interpretations of the nature and intent of the mathematics reform movement and their thoughts on how they might support it. In particular, administrators' views of parents' concerns, professional development for teachers, and how new ideas move around in a school are discussed. It is suggested that administrators have well-formed ideas about mathematics, learning, and teaching, and that these ideas influence their views of reform and how to provide support. Contains 28 references. (Author)

ED 412 122   SE 060 683

Schifter, Deborah
Learning Mathematics for Teaching: Lessons in/from the Domain of

Public Schools; State Curriculum Guides; *State Standards
IDENTIFIERS- *Virginia

This booklet contains the legislative materials relating to family life education enacted by the General Assembly of Virginia in the 1987 session. The Virginia Board of Education was charged to develop standards of learning and curriculum guidelines for a comprehensive, sequential family life education curriculum in grades K through 12. Instruction and curriculum materials are to be age appropriate and address family living and community relationships, the value of postponing sexual activity, human sexuality, human reproduction, and the etiology, prevention, and effects of sexually transmitted diseases. Instruction should also promote parental involvement, foster positive self concepts, and provide mechanisms for coping with peer pressure and the stresses of modern living according to the students' developmental stages and abilities. The phases of development of these materials include: Phase 1--the collection and review of existing materials, information, and other resources; Phase 2--preparation of first-draft development of Family Life Education materials and reactions; and Phase 3--revisions and responses in public hearings and agency/organization reviews. The Board of Education regulations specifies the implementation of the guidelines at the local levels. Standards of Learning Objectives and Descriptive Statements are included for each grade level, K-12. Guidelines for training individuals who will be teaching family live education are offered, along with guidelines for parent/community involvement. (EH)

ED 412 143 SO 027 181

Cornia, Ivan E.; Stubbs, Charles B.; Winters, Nathan B.
Art is Elementary: Teaching Visual Thinking through Art Concepts, Preschool through Level Seven. Revised Edition.
PUB DATE- 94
NOTE- 425p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art; *Art Activities; *Art Education; Art Expression; Childrens Art; Creative Activities; *Creative Art; Creative Expression; *Creativity; Elementary Education; *Elementary School Curriculum; Fine Arts; Preschool Education; Recreational Activities; *Visual Arts

This book describes an art program that combines the knowledge, imagination, and evaluative factors of creativity for a productive pattern of student growth in perception, thinking, valuing, and art skills. Over 200 basic concepts have been arranged in logical, developmental order to give students a valuable body of knowledge. Instruction focuses on the concept to give students information for application to numerous aspects of their lives. Developing creativity by stressing knowledge, imagination, and evaluation, the program is structured for student involvement with sample lessons for both pre-school and elementary students. Suggestions of media and supplementary visual materials are made for each activity. Diagnostic charts for each level accompany activities and projects. (EH)

ED 412 144 SO 027 290

International Migration Policies and the Status of Female

Although, the first 10 Amendments of the Bill of Rights are written out in their entirety, the focus will be on the First, the Second the Fourth, Fifth and Sixth (taken as a group); and the Fourteenth Amendments. Contains a seven-item annotated bibliography. (TSV)

ED 412 165 SO 027 804

Harrison, Jo-Ann
Implementing a Multicultural Experiential Sociology Curriculum: Mutual Adaptation and Reframing Theories of Action.
PUB DATE- 97
NOTE- 45p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Curriculum Research; *Experiential Learning; Focus Groups; Foreign Countries; Grade 11; Grade 12; High Schools; *Inservice Teacher Education; Interviews; Knowledge Base for Teaching; *Multicultural Education; Program Evaluation; *Qualitative Research; *Reflective Teaching; Teacher Education; Teaching Experience

This study examines the nature of the initial implementation of a new multicultural sociology curriculum by eight teachers in the 11th- and 12th-grades of seven Israeli high schools. The study examined: (1) the extent and ways in which teachers reframe their theories of action as they learn to implement the new curriculum; (2) the factors that fostered and hindered reframing; and (3) the way teachers' constructs shaped the new curriculum. A variety of qualitative methods were used to gather data about the teachers' theories of action including focus group discussions, individual interviews, and classroom observation. Findings indicate that during the course of the implementation process half of the teachers made considerable modification of their theories of action. Teachers changed core assumptions about learning, teaching strategies, and role relations; however, they reframed their theories in very different ways. Factors found to foster reframing were staff development meetings, involvement in curriculum development, feedback processes, the quality of the curriculum materials, and the teacher's ability to take the stance of an inquirer. Factors hindering implementation and changes in theories of action were the attitudes, skills, professional commitments and workloads of teachers, and institutional norms. Teachers' experiences with implementing the curriculum led to significant changes in the shape, but not the basic principles and goals of the curriculum. (EH)

ED 412 166 SO 027 815

Smith, Brenda
Japan: Instructional Materials for the Classroom.
PUB DATE- 96
NOTE- 69p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; *Asian Studies; Cross Cultural Studies; Cultural Awareness; Culture; Culture Contact; Elementary Secondary Education; Ethnic Groups; Foreign Countries; Global Education; Instructional Materials; *Japanese

State policymakers can have an impact on the quality of the teaching force if they look seriously at three issues. The first issue is setting and enforcing teaching standards: setting standards for teacher education, teacher licensing, and ongoing evaluation and professional development; working toward National Council for the Accreditation of Teacher Education (NCATE) accreditation for all schools of education; licensing teachers based on Interstate New Teacher Assessment and Support Consortium (INTASC) standards and assessments; and using standards developed by the National Board for Professional Teaching Standards (NBPTS) as the benchmark for advanced certification of accomplished teachers. The second issue is improving teacher education and induction programs. Successful methods incorporate new knowledge about learning and teaching, link theory to practice, and provide ongoing support throughout the early teaching years. The third issue is recruiting, developing, and retaining good teachers. These efforts include: state scholarships for preparation, mid-career recruitment, reciprocal licensing agreements and portable pensions, incentives to enter teaching, professional development organized around new standards, support for new professional development sources, ongoing daily professional development, and allocation of state and local education funding for professional development. (SM)

ED 412 187 SP 037 557

Galvez-Martin, Maria Elena
What Are the Needs of Substitute Teaching To Be Effective?
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the Association of Teacher Educators (Washington, DC, February 17-19, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; *Educational Needs; Elementary Secondary Education; *Inservice Teacher Education; *Substitute Teachers; Surveys; Teacher Attitudes; *Teacher Effectiveness; *Teacher Improvement
IDENTIFIERS- Ohio; *Teacher Needs

The need to provide inservice training to substitute teachers was examined. The study surveyed a random sample of 278 teachers and 123 substitute teachers in Allen County, Ohio. The first part of the survey asked both groups about demographics. The second and third parts asked both groups whether teachers left complete lesson plans for substitutes, whether substitutes could follow the lesson plans, whether substitutes found resources available, what problems substitutes faced, and what areas required training for substitutes. Teachers alone discussed preparation for and satisfaction with substitutes, characteristics of good substitutes, and experiences with substitutes. Substitutes alone discussed how they had to improve instruction, what they did when there were no lesson plans, how they followed teachers' lesson plans, how they viewed their own level of preparation, their rationale for substituting, and grade levels and content areas in which they substituted. Results found little agreement between teachers' and substitutes' responses, particularly with regard to substitute and teacher training. Teachers were satisfied overall with how substitutes did their job, though problems were reported. Discipline was substitute teachers' main problem. (SM) specific student statistical learning problems on the following topics: calculation and interpretation of measures of central tendency and variability, understanding of reliability and validity, interpretation of correlation coefficients, estimation of correlation coefficients from graphic scatterplots, and the selection of the best test-retest reliability scenarios. It is suggested that item analysis findings from multiple-choice examinations can be used to discover student conceptual misunderstandings, improve classroom instruction, and refine test-item writing. An attached table graphically displays the 10 findings. (Author/ND)

ED 412 207 SP 037 585

Achieving the Goals. Goal 4: Teacher Education and Professional Development.
PUB DATE- 97
NOTE- 156p.; Foreword by Richard W. Riley. For related documents on other goals, see ED 403 157 and ED 395 044.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Educational Finance; Elementary Secondary Education; *Federal Aid; *Federal Programs; *Financial Support; *Grants; Higher Education; Inservice Teacher Education; Preservice Teacher Education; *Professional Development; *Teacher Improvement; Teachers
IDENTIFIERS- *Goals 2000

Goal 4 of the National Education Goals envisions that teachers will have access to programs for the continued improvement of their professional skills. This book examines what federal agencies are doing to enhance teacher preparation, presents information on career-long development, and offers program descriptions and contact names. The first section of the book introduces the subjects of professional development and federal assistance and describes formula and discretionary grant programs. The second section, which comprises most of the book, provides information on programs administered by the U.S. Departments of Education, Agriculture, Commerce, Defense, Energy, Health and Human Services, the Interior, Justice, Transportation, and Veterans Affairs, and by independent agencies (Environmental Protection Agency, NASA, National Endowment for the Arts, National Endowment for the Humanities, National Science Foundation, and the Smithsonian Institution). Nine appendices list additional sources of assistance; Appendix 10 provides a report of the Goal 4 Resource Group. (SM)

ED 412 208 SP 037 586

Abdal-Haqq, Ismat
Not Just a Warm Body: Changing Images of the Substitute Teacher. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Administrator Role; Elementary Secondary Education; Program Improvement; Public Schools; *Substitute Teachers; Teacher Administrator Relationship; *Teacher Attendance;

Information System; Reform Efforts

This document is designed to show the connections between assessment tools available for primary and intermediate grades in the Kentucky public schools. Sections of the document outline the essential assessment tools and give information about how they support and mirror each other. These tools can be used to bridge the knowledge of primary and fourth-grade teachers to assist in improving student performance on accountability assessments. As part of Kentucky's educational reform efforts, the primary program was redefined in 1991. Organized around critical attributes, the primary program establishes curricula for the subject disciplines. The challenge to bring curriculum and assessment together has necessitated the development of assessment tools to help teachers document learning. One tool specifically designed for this purpose is the Kentucky Early Learning Profile (KELP), a multifaceted system that uses conversations with parents and students, observation, performance assessments, learning descriptions, and teacher reporting tools. The fourth-grade standards and assessments are described, so that primary teachers can work to integrate their instruction with that to be provided in the higher grades. A chart shows the links among curriculum, instruction, and assessment in the elementary grades. A section on assessment connections from the primary classroom through grade 5 describes accountability assessments and their uses, emphasizing the Kentucky Instructional Results Information System for different subject disciplines and their performance-based assessments. Resources for elementary school teachers are described. (SLD)

ED 412 227 TM 027 452

Rearick, Mary L.
Portfolio Talk: Educational Researchers, Teachers, Teacher Educators, and Members of the Connecticut Department of Education Talk about B.E.S.T. Practice in Professional Development: Beginning Educator Support and Training: Teacher Educator's Perspective.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Case Studies; Education Majors; *Educational Practices; Elementary Education; Higher Education; Moral Values; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; Standards; *Teacher Education; Teacher Evaluation; Test Use
IDENTIFIERS- *Connecticut; Preservice Teachers; Reflective Practice; *University of Hartford CT

The Connecticut Department of Education is in the process of generating a new Beginning Educator Support and Training Program (B.E.S.T.), which features a vision for the future, standards for elementary teaching, and performance and portfolio assessments. The aim is to develop a fluid plan for professional development of teachers. This case study describes how faculty in the teacher education program at the University of Hartford participate in teacher education in Connecticut. It highlights the ways in which the University's approach compares with, contradicts, and ultimately complements the approach of the state department of education. Both the state and the

2.5% increase over the fall 1995 average salary. The average salary for Colorado teachers has been below the national average since fall 1988. Of the 71,225.3 FTE certificated and noncertificated staff, 51.1% were classroom teachers. The number of teachers increased 2.9% over 1995, while the number of students, 673,438, increased 2.6% in the same period. From 1989 to 1996, as student membership increased by 19.7%, the number of FTE classroom teachers increased only 13.9%. Some 72.5% of Colorado's teachers were female, and 45.9% of principals and assistant principals were female. Only 18.9% of the state's superintendents and assistant superintendents were female. American Indians, Asians, Blacks, and Hispanics together represented 9.0% of the state's teachers, while these same groups made up 28.0% of the student population. Nearly 66% of the state's teachers were 40 years of age or older. From 1985 to 1996, the number of teachers under 40 years of age declined by 14.4% while the number of teachers aged over 40 increased by 49.8%. (Contains 3 illustrations and 12 tables.) (SLD)

ED 412 246 TM 027 497

Brooks, Gordon P.; Barcikowski, Robert S.
Precision Power Method for Selecting Regression Sample Sizes.
PUB DATE- 95
NOTE- 46p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 1995).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Monte Carlo Methods; *Prediction; *Regression (Statistics); *Sample Size; Selection; Simulation
IDENTIFIERS- Cross Validation; *Power (Statistics); *Precision (Mathematics)

When multiple regression is used to develop a prediction model, sample size must be large enough to ensure stable coefficients. If sample size is inadequate, the model may not predict well in future samples. Unfortunately, there are problems and contradictions among the various sample size methods in regression. For example, how does one reconcile differences between a 15:1 subject-to-variable ratio and a 30:1 rule. The purpose of this study was to validate a precision power method for determining sample sizes in regression. The method uses a cross-validity approach to selecting sample sizes so that models will predict as well as possible in future samples. The simple formula, which is an algebraic manipulation of a cross-validation formula, enables researchers to limit the expected shrinkage of R squared. Using a Monte Carlo simulation study, the precision power method was compared to eight other methods. It was the only method that provided consistently accurate and acceptable precision power rates. That is, when precision power was set a priori, actual precision power rates consistently fell within an acceptable interval around that given power rate. (Contains 3 tables and 78 references.) (Author/SLD)

ED 412 247 TM 027 498

Brooks, Gordon P.; Barcikowski, Robert S.
A New Sample Size Formula for Regression.
PUB DATE- 94
NOTE- 55p.; Paper presented at the Annual Meeting of the American Educational Research Association (New Orleans, LA, April 1994).

speech-impaired Anglo and 410 nonimpaired Anglo children. No significant differences were found on the nonverbal subtests of the new battery between Anglo and Hispanic preschoolers, showing some promise for ethnic fairness in assessment with this battery. However, significant differences were found for typical versus speech-impaired preschoolers. A case study is presented in an appendix of a 46-month old speech-impaired Hispanic male to illustrate the usefulness of nonverbal cognitive tests, including the new battery, in the assessment of this population. The educational and clinical significance of nonverbal preschool assessment is discussed. (Contains 10 references.) (Author/SLD)

ED 412 265 TM 027 587

Wamboldt, Martina
Pupil Membership and Related Information. Fall 1996.
PUB DATE- 97
NOTE- 219p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Elementary Secondary Education; *Enrollment; Enrollment Trends; Ethnic Groups; High School Graduates; Minority Group Teachers; *Minority Groups; *Public Schools; School Districts; School Statistics; *Teacher Student Ratio; Urban Schools
IDENTIFIERS- *Colorado

Information used to prepare this report on Colorado's public school enrollment was collected from the state's public school districts. In fall 1996, there were 673,438 students in Colorado's public schools, an increase of 17,159 students (2.6%) over the fall 1995 membership. Membership increased by 9.9% from fall 1992 to fall 1996, and this increase was evident in both elementary and secondary grades. Membership of minority students increased by 20.6% between 1992 and 1996, while that of white students increased by 6.3%. Native Americans, Asians, Blacks, and Hispanics represented 28% of the fall 1996 student membership, while these same groups made up only 9% of the state's teachers. The 10 largest school districts in Colorado account for 54.7% of the total membership, and they accounted for 51.1% of the enrollment growth between 1992 and 1996. In fact, the Denver metropolitan area included 53.7% of the state's total membership in public schools. The fall 1996 student-teacher ratio of 18.5 to 1 did not change from fall 1995. It is also noted that the state's graduation rate for 1996 was 77.7%. (Contains nine tables.) (SLD)

ED 412 266 TM 027 596

Bembenutty, Hefer; Karabenick, Stuart A.
Academic Delay of Gratification Scale. A New Measurement for Delay of Gratification.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the Eastern Psychological Association (Philadelphia, PA, March 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Academic Achievement; *College Students; *Delay of Gratification; Higher Education; *Learning Strategies;

(055)
DESCRIPTORS- Adult Education; Adults; Attitudes; Children; Citizen Participation; *Coding; Data Analysis; *Data Collection; Early Childhood Education; Elementary Secondary Education; National Surveys; *Parent Participation; *Research Methodology; Response Rates (Questionnaires); Sample Size; *Sampling; School Readiness; School Safety
IDENTIFIERS- Data Files; Electronic Codebooks; *National Household Education Survey; *Random Digit Dialing; User Guides

The National Household Education Survey (NHES) is a random digit dial telephone survey of households developed by the National Center for Education Statistics. It has been conducted in 1991, 1993, 1995, and 1996, with varying components each year. The NHES 91/93/95/96 CD-ROM contains an electronic codebook (ECB) program that, after being installed on a personal computer, allows the user to examine the variables in each of the NHES data sets as well as create Statistical Analysis System (SAS) or Statistical Package for the Social Sciences (SPSS) programs to generate an extract data file for any of the NHES data files on the CD-ROM. The files include the 1991 and 1995 Adult Education files, the primary and preprimary education files from 1991, the school readiness and school safety files from 1993, the 1995 early childhood program participation file, and the 1996 household and library, parent and family involvement in education and civic involvement, youth civic involvement, and adult civic involvement files. The ECB is a DOS-based program for IBM-compatible personal computers. Sections describe its contents and use, focusing on what can be done with the ECB and how to do it. Emphasis is on extracting information from the files. Eight appendixes provide specific use information and samples, including SAS and SPSS samples. (SLD)

ED 412 283 TM 027 739

Roeber, Edward; Bond, Linda; Braskamp, David
Annual Survey of State Student Assessment Programs: Fall 1996 Data on 1995-96 Statewide Student Assessment Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 398p.; For trends in state student assessment programs, see TM 027 734.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Data Collection; Disabilities; Educational Assessment; *Educational Trends; Elementary Secondary Education; Limited English Speaking; Program Descriptions; Program Development; *Program Implementation; *State Programs; State Surveys; Test Construction; *Test Use; *Testing Programs; Trend Analysis
IDENTIFIERS- Council of Chief State School Officers

The fifth edition of the "Annual Survey of State Student Assessment Programs," tabulates extensive and detailed information about each state's assessment programs based on surveys conducted in the past for the Association of State Assessment Programs. The entire survey is presented. Part One asks each state to describe its existing program, its collaborative partners, and what it is developing. Part Two of the survey asks the state to describe its efforts in nontraditional assessment. Part Three of the survey then asks each state to describe each assessment program, component, or groups of assessments that are used to gather a set of data procedures; delivery platform; pricing and billing; and marketing. (Author/AEF)

ED 411 844 IR 056 671

Meek, Brian
Solving the Imaging Dilemma for Internet and Intranet Applications.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Graphics; Computer Software Development; *Computer System Design; Information Management; Information Technology; *Online Systems; Video Equipment; *World Wide Web
IDENTIFIERS- Bandwidth; Digital Technology; *Fractals; Graphing Utilities; *Imaging; Resolution Requirements (Imaging); Video Audio Compressed

Providers of online information with a high visual content face an uncompromising dilemma--how to achieve fast delivery while maintaining good picture quality. As storage space or bandwidth increases, the demands placed on it by the user are always two steps ahead. Since limited bandwidth for communicating images looks like it may remain a problem for some time, the biggest issue facing graphics developers is how to create a Web site, using today's technology, which remains attractive to all users regardless of their access speed. Their site must be accessible to both ends of the speed spectrum and still be video and image rich for each user. Since its founding in 1987, Iterated Systems, specialist in imaging solutions, has pioneered the application of fractal mathematics for the management of digital images. A fractal image is an infinitely magnifialbe picture that can be produced by a set of instructions and data. Advantages of fractal mathematics include: resolution independence; content addressability; fast, software-only decompression; and progressive decompression. Fractal video compression is optimized for low bit rate video delivery in online applications and addresses the issues that existing video compression schemes hadn't even considered. It enables the publisher to deliver a message more clearly and to a wider audience in less time. Iterated Systems has recently launched a new product range for both still images and video, based on its patented Fractal Image Transform to give surfers, software developers and content providers for the Internet/Intranet a solution to the Web managing dilemma. (AEF)

ED 411 845 IR 056 672

Hjelm, Johan
On the Move: Mobile Information Systems.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions)

extend and enhance the value delivered by these professionals. Modeled after the intelligent interactions which many information professionals have daily with patrons and end-users, successful Digital Researcher services will create value, answer questions, and help expand knowledge well into the millennium. (Author/SWC)

ED 411 862 IR 056 689

Karen, Vladimir; Psohlavec, Stanislav
Preservation and Access to Manuscript Collections of the Czech National Library.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Archives; Computer Software; *Electronic Libraries; Foreign Countries; Internet; *Library Collections; Library Materials; *National Libraries; Optical Data Disks; *Preservation; Printed Materials
IDENTIFIERS- *Czech Republic; *Digitizing; Historical Materials; HTML; UNESCO

In 1996, the Czech National Library started a large-scale digitization of its extensive and invaluable collection of historical manuscripts and printed books. Each page of the selected documents is scanned using a high-resolution, full-color digital camera, processed, and archived on a CD-ROM disk. HTML coded description is added to the entire document and to each page according to proposed recommendations currently under evaluation by the UNESCO Memory of the World Program Subcommittee for Technology. Comfortable and easy-to-use Windows software, ManuFret, is available for searching and viewing the manuscripts at a higher level. The collection of digitized documents is now open to the public in the National Library's manuscript study room and copies of the CD-ROMs are offered to other libraries world-wide. The catalog of digitized documents is available on the Internet. Internet accessibility to the full-text of all documents is being investigated. The paper addresses preservation and access issues, and describes the current and future status of the project. It also briefly discusses implications for other libraries that are thinking of digitizing their collection. (Author/SWC)

ED 411 863 IR 056 690

Grygierczyk, Natalia
Down to Earth in Cyberspace. Building an Electronic Library: Policy, Plans, Practice and Problems.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Libraries; Computer Networks; *Electronic

and intra-departmental assessment. Finally, adult education and lifelong learning in Chinese Taipei and other economies are discussed. Contains 18 references. (TGI)

ED 411 879   JC 970 463

Liu, Sandra
Trends in Hong Kong University Management: Towards a Lifelong Learning Paradigm.
PUB DATE- 97
NOTE- 14p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *College Administration; *Education Work Relationship; *Educational Administration; Educational Change; *Entrepreneurship; Financial Support; Foreign Countries; Higher Education; *Labor Market; *Lifelong Learning; Models; Role of Education; Universities
IDENTIFIERS- *Hong Kong; Intrapreneurship

A rapidly changing environment, marked by decreased government financial support and increased competition within the university sector, means that institutions of higher education in Hong Kong must become more entrepreneurial and customer-focused. This paper proposes a model for managing contemporary universities that examines the relationships between users and suppliers of higher education and emphasizes the need for a new university dynamic that supports substantive change. Following an introduction and a summary of the evolution of higher education in Hong Kong, the paper proposes a taxonomy for managing contemporary universities by integrating undergraduate, graduate, and professional school communities to formulate an institutional mission and direction. The taxonomy presented consists of four quadrants identifying suppliers and users from the educational and business sectors. Next, institutional entrepreneurship for university management is discussed, advocating the adoption of a corporate venturing, or intrapreneurship, model that emphasizes the role of academic staff in capitalizing on market trends, research opportunities, and their own expertise to develop new courses and programs and the fundamental role of senior management to effectively reorient the institution to participate in the lifelong learning paradigm. Finally, policy implications are presented. Contains 20 references. (TGI)

ED 411 880   JC 970 464

Beaupre, Charles
Lifelong Learning in a Developed and a Developing Economy.
PUB DATE- 97
NOTE- 14p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Adult Education; Comparative Analysis; Confucianism; Continuing Education; Cross Cultural Studies; *Cultural Influences; *Economic Factors; *Educational Development; Educational History; *Educational Philosophy; Foreign Countries; *Lifelong Learning; Political Influences; Postsecondary Education
IDENTIFIERS- *Taiwan (Taipei); *Vietnam

PUB DATE- 97
NOTE- 16p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adult Education; Economic Change; *Educational Change; Educational Development; Foreign Countries; *Lifelong Learning; Private Sector; Program Implementation; Social Change; Vocational Education
IDENTIFIERS- *China

Despite the relative novelty of lifelong learning in the People's Republic of China (PRC), significant achievements have been made, and China's potential for economic development and personal enrichment remains undisputed. Economic and social change, as well as technological advancements, have profoundly influenced educational development and increased the need for lifelong learning. The PRC's new market-oriented economic system has created a demand for skilled personnel. Additional demand comes from senior citizens, who desire self fulfillment and a higher quality of life. As a result, several facilities for the older population have become available. The most important reform has been that of educational administration. Whereas previously the government-funded public institutions were the most powerful, the private and semi-private institutions have achieved increasing influence and wider access to adult education programs. In addition, vocational education has been added to the junior, middle, and senior secondary schools, with a great increase in literacy and in-service training programs. Lack of financial resources, however, prevents widespread support and opportunities for innovation. Private and semi-private institutions, along with the media, must make further attempts to promote lifelong learning, with public institutions volunteering its facilities for the community. (YKH)

ED 411 899 JC 970 483

Hatton, Michael J.
A Pure Theory of Lifelong Learning.
PUB DATE- 97
NOTE- 15p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Competition; Distance Education; Educational Change; Educational Resources; Information Technology; *Lifelong Learning; Local Government; Postsecondary Education; *Private Sector
IDENTIFIERS- *Tiebout (Charles)

Charles Tiebout's Pure Theory of Local Expenditures serves as a helpful framework in examining the emergence of the learning society, communications technologies, freer trade, and the effects these will have on the educational infrastructure. Tiebout argued that the failure of market-type systems of public good at the central government level does not necessarily mean failure at the local level. The advent of technology and an information society provides citizens with more freedom to relocate should they be unhappy with their local governments and politicians, creating competition between governments and a desire to best serve its citizens. Local listing of town meeting participants and other contributors, and a list of the Illinois Community Colleges' board, council, and association members. (YKH)

ED 411 917 JC 970 527

Peters, Bevis F.
The Emergence of Community, State, and National Colleges in the OECS Member Countries: An Institutional Analysis. ISER (EC) Monograph Series No. 2
PUB DATE- 93
NOTE- 94p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Community Colleges; *Developing Nations; *Educational Development; Educational History; *Educational Needs; Educational Planning; Foreign Countries; Futures (of Society); Labor Force Development; *Postsecondary Education; Public Colleges
IDENTIFIERS- Antigua; Dominica; Grenada; Montserrat; Organisation of Eastern Caribbean States; Saint Kitts and Nevis; Saint Lucia; Saint Vincent

This monograph describes and analyzes recent developments in national tertiary education institutions in the seven countries of the Organisation of Eastern Caribbean States (OECS): Antigua and Barbuda, Dominica, Grenada, Monserrat, St. Kitts-Nevis, St. Lucia, and St. Vincent and the Grenadines. Following prefatory materials, chapter 1 asks if tertiary education in the OECS subregion will reach its full potential, and how can it help human resource development in the area. Chapter 2 provides background information on OECS countries and systems of education. Chapter 3 describes the development of tertiary education in the OECS since the late 1970s. Chapter 4 discusses the movement towards political independence by OECS countries in the 1970s and 1980s. Chapter 5 reviews the distinguishing features of community colleges throughout the world, while chapter 6 describes the essential characteristics of OECS tertiary education institutions. Chapter 7 examines the supporting conditions for the development of these institutions. Chapter 8 describes a policy and planning framework for future development. Chapter 9 discusses leadership, staffing, community relations, curriculum, and inter-institutional planning concerns. Finally, chapter 10 concludes with a review of future prospects. (YKH)

ED 411 918 JC 970 529

Subbaccalaureate Persistence and Attainment. Indicator of the Month.
PUB DATE- 97
NOTE- 4p.; Extracted from "The Condition of Education, 1997," see ED 410 681.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; *Associate Degrees; Community Colleges; *Educational Certificates; Enrollment Trends; Full Time Students; *Outcomes of Education; Part Time Students; *Two Year College Students; Two Year Colleges

About half of first-time beginning students report working toward either an associate's degree or a certificate. According to

ED 411 936 PS 024 781

Newman, Linda
Building the Bridges: Early Intervention to School.
PUB DATE- 96
NOTE- 10p.; Paper presented at the First Years of School Conference (6th, Hobart, Tasmania, Australia, January, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Early Childhood Education; *Early Intervention; Educational Policy; Educational Practices; Elementary Education; Elementary School Teachers; Foreign Countries; *Preschool Teachers; *School Readiness; *Special Needs Students; State Departments of Education; Student Adjustment; *Teacher Attitudes; Teacher Education; Transitional Programs
IDENTIFIERS- Australia (New South Wales)

This paper presents the results of a study on the transition between preschool and school programs, focusing on early intervention programs for special needs children in New South Wales (NSW), Australia, and presents recommendations for policy makers in regard to transition programs in NSW. The study was based on a survey of 45 early childhood teachers and interviews within Greater Western Sydney, Australia, along with interviews of two preschool, two early intervention, and two kindergarten teachers. The results of quantitative analyses of data indicate that there are significant differences between the teachers' transition related beliefs and their practices on each of the identified conceptual subscales of Teaching and Learning, Family and Transition Management. Results indicated that teachers' own beliefs and practices were markedly different, and that there were teachers who were not yet aware of the 1994 guidelines for school transition programs promulgated by the NSW Department of School Education. Qualitative analysis indicated that while all teachers interviewed were positive about the idea of systematic transition processes, few had experienced them in operation. Furthermore, teachers reported a lack of communication between preschool and school programs. The paper recommends that the NSW Department of School Education hold further information sessions to ensure that all stakeholders are fully informed of the recommended transition process, and that inservice programs for early childhood teachers be given high priority. Contains 13 references. (MDM)

ED 411 937 PS 025 364

Davies, Rose
A Historical Review of the Evolution of Early Childhood Care and Education in the Caribbean.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Caribbean Conference on Early Childhood Education (2nd, Barbados, West Indies, April 1-5, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Agency Role; *Day Care; *Early Childhood Education; *Educational History; *Educational Policy; Foreign Countries; *Government Role; International Organizations; Private Education; Socioeconomic Influences
IDENTIFIERS- Bernard van Leer Foundation (Netherlands);

discuss materials to be collected in the teaching portfolio to substantiate the early childhood education teacher's experience, competence, development, and professional achievements. Finally, the paper discusses the framework of core objectives and values for a portfolio approach as outlined by the Staff and Educational Development Association of the United Kingdom. Issues in implementing this portfolio approach are also considered. (JPB)

ED 411 956 PS 025 787

Duvall, M. Letha; Miller, Patricia; Miller, Teresa; Tillman, Izola
Social Skills: Improving Student Behavior.
PUB DATE- 97
NOTE- 122p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Aggression; Behavior Change; *Behavior Problems; Change Strategies; Classroom Environment; Conflict Resolution; Cooperative Learning; Discipline Problems; Elementary Education; *Elementary School Students; Interpersonal Competence; Intervention; *Prosocial Behavior; Social Behavior; *Social Development; *Student Behavior; Student Problems; Violence
IDENTIFIERS- *Behavior Management; *Illinois (Central); Social Conflict; Social Problem Solving

This action research project implemented and evaluated an intervention for increasing prosocial behaviors while decreasing inappropriate behaviors among elementary school children. The targeted population consisted of elementary school students in both lower- and upper-middle-class communities located in central Illinois. The problem of poor social skills was documented by means of behavioral checklists and a social skills inventory. Possible causes for this problematic behavior included inadequate social skills knowledge, inadequate practice using social skills, environmental factors, health problems, and inconsistent expectations for behavior. A review of solution strategies resulted in an intervention which included direct instruction in social skills and the use of cooperative learning structures. Post intervention data indicated an increase in prosocial behavior and a decrease in negative behavior. (Nineteen appendices include daily and weekly behavioral checklists, social skills diagnostic screen data, instructional tactics for teaching social skills, sample lessons, children's literature lists, classroom management plan, and sample forms for classroom use. Contains 37 references.) (Author/SD)

ED 411 957 PS 025 788

Ackerman, Sara; Hughs, Leah; Wilder, Ronda
Improving Student Responsibility.
PUB DATE- 97
NOTE- 67p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; *Behavior Change; Change

Chapter 1, "Morning Anyone?" defines interaction levels and makes suggestions for dealing with preschoolers' early rising. Chapter 2, "Breakfast is Only the Beginning," deals with preparing and cleaning up breakfast. Chapter 3, "Dressed Out," focuses on persuading children to get dressed. Chapter 4, "Bathroom Adventures," addresses basic toileting skills. Chapter 5, "Now What?" suggests play activities for each room in the house. Chapter 6, "Lunchstop," makes suggestions for the elemental, mobile, and fast-food lunch. Chapter 7, "Nap Action," includes persuading preschoolers to take a nap. Chapter 8, "Life on the Outside," suggests activities for summer and winter fun. Chapter 9, "Mobile Homes," deals with tips for surviving car travel, including car seats and long trips. Chapter 10, "Dinner Break," includes suggestions for encouraging picky eaters. Chapter 11, "Bath Play," concerns persuading preschoolers to bathe, bath time rules, and teethbrushing. Chapter 12, "Bedtime Business," includes preparing children for going to sleep and dealing with monsters. Chapter 13, "Wellness Misadventures," concerns dealing with children's colds, minor illnesses, and injuries. Chapter 14, "Surviving," concerns changes in parents' personal lifestyle and relationship with their partner, brought about by parenting a preschooler. (KB)

ED 411 973 PS 025 813

Pre to 3: Policy Implications of Child Brain Development. Hearing on Examining the Status of Medical and Scientific Findings into Prenatal and Postnatal Brain Development and Implications That Federal Policies Have on Childhood Development, before the Subcommittee on Children and Families of the Committee on Labor and Human Resources. United States Senate, One Hundred Fifth Congress, First Session.
PUB DATE- 97
NOTE- 90p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090)
DESCRIPTORS- Cognitive Development; *Government Role; *Hearings; *Infants; Neurological Impairments; Neurology; Neuropsychology; *Public Policy; Research; Tax Credits; Taxes; *Toddlers
IDENTIFIERS- Brain Development; Congress 105th; Family and Medical Leave Act 1993; Home Based Employment; Project Head Start; Proposed Legislation

These hearings transcripts present testimony concerning the status of medical and scientific findings on prenatal and postnatal brain development and the implications of federal policies for childhood development. Testimony was offered by Senators Dan Coats (Indiana) and Christopher Dodd (Connecticut); psychology professor Edward Zigler of Yale University; medical and psychological researchers; and spokespersons for child and family advocacy groups. The senators focused on the importance of early brain development and its impact on later development and government programs that assist families in raising children such as Head Start and the Family Medical Leave Act. Medical and university representatives described results of positron emission tomography studies of biochemical brain activity, comparative analyses of brain activity in normal and deprived infants, the critical period in brain growth, auditorially-mediated learning and auditory perception in human newborns, the impact of prenatal substance abuse and postnatal abuse on brain development, and the importance of early experience. Professor Zigler maintained that American society does not support

(8) providing leadership by participating in the parent-teacher association, school board, and other meetings and activities. (LPP)

ED 411 990 PS 025 844

America Goes Back to School: Partner's Activity Kit, 1997.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 62p.; For earlier version of this kit, see ED 394 745; for related document, see ED 383 483. "Call to Action" poster not available from ERIC).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Community Involvement; Community Organizations; *Community Role; *Educational Improvement; Elementary Secondary Education; Family Involvement; Family School Relationship; *Parent Participation; *Partnerships in Education; School Business Relationship; *School Community Relationship; Student Needs

"America Goes Back to School" is a nationwide initiative of parents, educators, and community leaders who have become actively involved in improving education in their communities. This "partners' activity kit" is intended to raise public awareness about what students in the schools need, and describes ways that everyone in the community can fill a role in improving education. The kit contains several sections, including: (1) encouraging local and state lawmakers to issue proclamations and resolutions; (2) working with the media; (3) starting local partnerships and connecting with the Partnership for Family Involvement in Education; and (4) bringing the community together to learn more about timely issues in education through the U.S. Department of Education's Satellite Town Meetings. The kit includes examples of how various community groups work to improve learning and a section on President Clinton's Call to Action for American Education. This section contains: the Call to Action and discussion of answering the Call to Action, including information on safe and drug-free schools, reading, preparation for college, and family involvement; a proposed checklist for principals and a school team to begin implementing the Call to Action; and a sample Call to Action poster. (LPP)

ED 411 991 PS 025 845

Darby, Linda; Dorfman, Cynthia Hearn; LeGrand, Bob; Miranda, Simone; Sheedy, Christopher; Silverman, Kim; Vespucci, Barbara
Welcome to School: Questions Parents Might Ask.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC. Media and Information Services.; National Library of Education (OERI/ED), Washington, DC.
PUB DATE- 97
NOTE- 9p.; For earlier version of this brochure, see ED 400 120.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Criteria;

percent and the number of physical contact incidents (touching, pinching, biting) and the use of inappropriate words decreased by 51 percent. The amount of time spent "telling the teacher" decreased as students improved their problem-solving skills and learned to solve problems independently. (Five appendices contain sample Second Step lesson plans and instructional materials. Contains 19 references.) (KB)

ED 412 008   PS 025 868

Bogdan, Joan; Dye, Jerilyn; Leitner, Bonnie; Meersman, Roxanne
Promoting Appropriate Behavior through Social Skill Instruction.
PUB DATE- 96
NOTE- 109p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Masters Program.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Behavior Change; *Behavior Problems; Change Strategies; Conflict Resolution; Cooperation; Curriculum Development; Elementary Education; *Elementary School Students; *Interpersonal Competence; Program Evaluation; Responsibility; Role Playing; Social Behavior; Teamwork
IDENTIFIERS- Second Step Violence Prevention Program

This action research project examined the impact of a social skills curriculum on the behavior of targeted second, fourth, and fifth graders. Problems in student behavior were documented through an analysis of records of peer mediation, student referrals, and staff surveys. The intervention consisted of a social skills curriculum, "Second Step, A Violence-Prevention Curriculum," integrated within content areas and cooperative learning activities. Heterogeneous learning teams of 4 to 5 students were formed, team building activities implemented, and social skills introduced and taught each week. A weekly role-play situation around specific social concerns was selected from the Second Step curriculum to facilitate transfer of social skills learning. Targeted social skills were respect, including encouraging others and respecting other's space; responsibility, including following classroom rules and accepting constructive criticism; and cooperation, including participating with team members, and taking turns. Additional behaviors were related to communication, including listening actively; team building; and team consensus. Teacher journals and a posttest staff survey were used to assess behavior changes. Discipline referrals, peer mediation records, student interviews, and teacher observations were used to assess students' abilities to cooperate and resolve conflicts. Results indicated that targeted students showed marked improvement in appropriate behavior. A staff survey revealed an increase in students' respect for others, decreased responsibility for behavior, and an increase in cooperation with others. (Twenty-seven appendices include data collection instruments and sample classroom materials. Contains 31 references.) (KB)

ED 412 009   PS 025 869

Herbst, Laura
Children in War: Community Strategies for Healing.
SPONS. AGENCY- Bernard Van Leer Foundation, The Hague (Netherlands).; Department of State, Washington, DC. Bureau of Population, Refugees, and Migration.
PUB DATE- 95
NOTE- 73p.
LANGUAGE- English

school. Mothers and children go to playgroups once a week, most of which are held in a community center or preschool. This summary report describes a study from September 1994 to June 1995 of mothers' experiences with Samenspel. Thirty-five mothers were interviewed, most of whom do not have a Dutch background, and their experiences and thoughts formed the focus of the study. After describing Samenspel's background and objectives, this report presents reasons for the study, its objectives, and the process of decisions about problem formulation and methodology. The bulk of the report presents results from the study. Findings include the following: (1) the most significant motivation for participating in Samenspel is enabling children to meet other children; (2) mothers especially appreciate activities that they do together with their children; (3) the presence of play leaders who speak the mothers' own language as well as those who speak Dutch is considered important for learning and speaking languages; (4) meeting other women at Samenspel has been a positive experience; (5) the opportunity to discuss child-rearing with other women is appreciated; (6) mothers believe Samenspel is good for their child's, and often their own, language development; (7) mothers are dealing with their children's socio-emotional development with more awareness; (8) positive changes in the children's and mothers' independence are occurring; and (9) the majority of participants are satisfied with Samenspel. (EV)

ED 412 025 PS 025 903

Copple, Carol, Ed.
Getting a Good Start in School.
PUB DATE- 97
NOTE- 13p.; This document has been reviewed and condensed by the Goal 1 Early Childhood Assessments Resource Group from ED 391 576.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Cognitive Style; Early Childhood Education; Early Experience; Emotional Development; Interpersonal Competence; *Learning Readiness; Physical Development; Prior Learning; *School Readiness; Student Adjustment; *Young Children
IDENTIFIERS- *Goals 2000

In 1990, the National Education Goals were established by the President and the 50 state governors. Goal 1 states that by the year 2000, all children in America will start school ready to learn. This booklet is a condensed version of an earlier document intended to further amplify the dimensions of early learning and development used by the National Educational Goals Panel to measure progress toward Goal 1. Following a list of objectives of Goal 1 and a look at the subjective nature of assessing learning readiness, the booklet briefly discusses the following five dimensions that contribute to school preparedness: (1) health and physical development; (2) emotional well-being and social competence, serving as the foundation for relationships which give meaning to the school experience; (3) approaches to learning, referring to the inclinations, dispositions or styles by which children acquire knowledge; (4) communicative skills, including language, and reading and writing processes; and (5) cognition and general knowledge, the sum of children's early experiences and how they record those experiences. Characteristics of five children considered ready to learn are noted, highlighting the different

IDENTIFIERS- *Risk Taking; *Stress (Biological)

This essay proposes that stress has been misused in traditional adventure education and presents a new model of risk taking based on the literature on stress and feminist perspectives in adventure education. Proponents of the traditional adventure perspective state that the intentional use of stress is central to the change process in wilderness therapy, and that raising stress by exaggerating the level of risk sets the stage for a potentially transformative experience. On the other hand, practitioners working from a feminist perspective seek to minimize stress, engage in dialogue about risk, and promote personal power and choice in order to create the necessary conditions to encourage "authentic risk taking" and facilitate "eustress" (psychologically beneficial stress). Eustress is not dependent on task completion but rather, is manifested through an individual's subjective experience. The nine conditions promoting eustress include self-awareness, self-determination, and taking pleasure in the success of coping activities. The negative outcomes of stress far outweigh its benefits and may be long-term. The seven elements of a model for promoting eustress in adventure education are presented through a narrative about a woman participating in a 3-day canoe outing. These elements are: seeing each individual as the beginning point, preparing for risk taking, entering into a novel setting, allowing choice, supporting authentic risk taking, evaluating experience, and seeing the individual as the ending point. Contains 33 references. (SV)

ED 412 041   RC 021 162

Miranda, Wilma; Yerkes, Rita

The History of Camping Women in the Professionalization of Experiential Education.

PUB DATE- 96

NOTE- 16p.; In: Women's Voices in Experiential Education; see RC 021 160.

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Historical Materials (060),Information Analyses/State-of-the-art Materials (070)

DESCRIPTORS- *Camping; Educational History; Females; *Feminism; Outdoor Education; *Professional Associations; *Women Administrators; *Womens Education

IDENTIFIERS- *Outdoor Leadership; Professional Identity; *Professionalism; Single Sex Programs

Over 70 years ago, female leaders in organized camping, the only form of outdoor experiential education then available, shaped the meaning of professionalism and controlled organizational structures and policies. Their achievement is paradigmatic of women's professional struggles in the outdoor pursuits professions in this century. This book chapter shows how camping women acted to define the first institutional expression of what we term experiential education today. The originality of their achievement lay in uniting educational theory with a conception of associational democracy that assured them parity with men. Gender equality was to be virtually definitive of the field. The lessons they offer are still relevant to experiential educators, particularly women, since the barriers they faced have not been overcome and perennial dilemmas in professional self-definition remain urgent. Beginning in 1916 in the National Association of Directors of Girls Camps, and later in the Camp Directors Association, women came to view their work through two contradictory screens. First, they borrowed the gender-based

NOTE- 107p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adventure Education; *Educational Philosophy; Educational Principles; Educational Strategies; *Experiential Learning; *Individual Development; Outdoor Education; *Risk; Self Evaluation (Groups); *Theory Practice Relationship; Transfer of Training
IDENTIFIERS- Outward Bound; Risk Taking

Adventure education is filled with "doers," which improves practice but does not necessarily enhance theory. This book addresses that gap by examining the philosophy of adventure education. Chapter 1 examines foundational principles, which have their roots in the ideas of philosophers such as Plato, Aristotle, Rousseau, and Dewey, and their application to adventure education. These writers discuss the educational importance of experience, risk, and moral development, which are key elements in the theoretical framework. This chapter also discusses contributions made by the field of psychology. The works of Freud, Erikson, Maslow, and Rogers on such issues as behavior, motivation, and trust have been borrowed by adventure educators to further develop theory and practice. Chapter 2 analyzes the learning process. Traditional methodologies are laden with theory and lacking practice, whereas experiential methods overemphasize practice and exclude theory. An appropriate mix of theory and practice may lead to more meaningful learning. Chapter 3 discusses concepts related to risk, motivation, and freedom. Assertions that risk is controllable and humans are not motivated devalue risk and human nature, contradict the philosophy of adventure education, and should be removed from the literature. Chapter 4 notes how program advertising that promises personal growth, learning transference, or moral development may be misleading because these are difficult to measure and assess. The field should not make promises, such as the delivery of life-changing experiences, it cannot deliver. Contains references in each chapter and a bibliography. (TD)

ED 412 060 RC 021 195

O'Meara, Sylvia, Ed.; West, Douglas A., Ed.
From Our Eyes: Learning from Indigenous Peoples.
PUB DATE- 96
NOTE- 165p.; Includes papers presented at the Biennial Aboriginal Peoples Conference (1st, Thunder Bay, Ontario, Canada, October 14-16, 1994).
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *American Indian Culture; *American Indian Education; American Indian History; American Indian Literature; American Indians; *Canada Natives; Culturally Relevant Education; *Educational Strategies; *Epistemology; Foreign Countries; Higher Education; Holistic Approach; Indigenous Populations; Oral Tradition; Philosophy; *Scholarship
IDENTIFIERS- *Indigenous Knowledge Systems; Medicine Wheel; Sharing Circles; Spirituality; World Views

The purpose of the conference and this book is to begin to establish the parameters of a new period of interaction between indigenous and non-Native peoples of North America through their experiences in university and academic practices and science, mathematics, oral language, reading, literature, writing, and research skills. (DDR)

ED 412 081 SE 060 592

Ney, Catherine R.
Connections: Ocean Environments. Unit Grade 5.
PUB DATE- 96
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Computer Uses in Education; Ecology; Environment; *Environmental Education; Grade 5; *Hands on Science; *Interdisciplinary Approach; Intermediate Grades; Oceanography; Problem Solving; Public Policy; Science Activities; *Science and Society; Science Curriculum; Teaching Guides
IDENTIFIERS- Virginia

Ocean Environments for Grade 5 is a 12-week interdisciplinary ocean environmental unit designed for teachers to use with their students. The unit emphasizes investigation and understanding of our ocean environments, including their geological, physical, and biological characteristics. It also stresses awareness of public policy decisions related to the assessment of marine organism populations and pollution prevention. The 30 lessons contained within cover a number of topics including matter, sound transmission, biological characteristics of earth, geological characteristics of earth, cells, insulation, and ocean environments. The lessons are interdisciplinary in their approach, meeting objectives from science, mathematics, oral language, reading, literature, writing, research skills, and technology. (DDR)

ED 412 082 SE 060 593

Opening Conversations: An Educator's Guide To Communicating in a Changing World.
PUB DATE- 97
NOTE- 81p.; Support provided by Alliant Techsystems.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Communication Skills; Educational Change; Futures (of Society); Graduation Requirements; Partnerships in Education; *School Community Relationship; Secondary Education; *Social Action; *Standards
IDENTIFIERS- Minnesota

This document was produced through a partnership among business, education, and state government pursuing statewide improvement in the teaching and learning of K-12 mathematics and science through the implementation of national standards for science and mathematics and the Minnesota Graduation Standards. Opening Conversations is one public awareness effort that results from discussions with teachers that have participated in a professional development experience that focuses on inquiry learning and problem solving. The goal of this publication is to provide some tools of communication that educators can use as they attempt to inspire and convince others of the need to reform science and mathematics education. Topics considered in detail include the nature of conversation in context, inquiry communication in action, conversation points to use as springboards for discussion, communication tools, and a list of kindergarten through ninth grade. Many of the activities in Astro Algebra contain a unique technology that uses the computer to help students make the connection between concrete and abstract mathematics. This software package introduces and reinforces algebra and pre-algebra concepts such as negative integers, equivalent expressions, ratios and proportions, exponential notation, variables, inverse operations, and solving and graphing linear equations and inequalities. The accompanying instructional guide contains detailed information about the activities and technical information for system requirements. (ASK)

ED 412 103 SE 060 631

Directory of Mathematics-based Intervention Projects, 1997. Strengthening Underrepresented Minority Mathematics Achievement.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- *College Programs; Educational Strategies; *Enrichment Activities; Higher Education; *Mathematics Instruction; *Minority Groups; Secondary Education; Summer Programs
IDENTIFIERS- Mathematical Association of America

This directory is a reference for students and faculty to learn about extracurricular mathematics-based intervention projects. The individual projects are directed for the most part by collegiate mathematicians and held on their campuses. The "Strengthening Underrepresented Minority Mathematics Achievement" (SUMMA) Consortium of the Mathematical Association of America was organized in 1992 to disseminate information about these projects and provide a variety of services to the Project Directors. Support for these 132 programs comes from foundations, industry, universities, agencies, organizations, and individuals. Projects are conducted in 42 states, the District of Columbia, Puerto Rico, and Canada. The majority of projects are held in the summer, but they have academic year activities including meetings on Saturdays, electronic networking and newsletters. The two sections of the directory organize the programs by those sponsored by colleges and universities, and those conducted by organizations. For each program information is given on the type of project, recruitment area, total students/grades, total staff, application deadline, project dates, cost to student, and stipend and scholarship availability. (DDR)

ED 412 104 SE 060 633

Crosswalks: PACESETTER Mathematics and the National Standards.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Equations (Mathematics); *Functions (Mathematics); Logarithms; Mathematical Applications; *Mathematical Concepts; *Mathematical Models; *Mathematics Curriculum; Mathematics Education; Mathematics Skills; Matrices; Polynomials; Secondary Education; Trigonometry

The National Council of Teachers of Mathematics (NCTM) has published three documents that propose standards related to

Fractions. Center for the Development of Teaching Paper Series.
SPONS. AGENCY- DeWitt Wallace/Reader's Digest Fund, Pleasantville, NY.
PUB DATE- 97
NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Concept Formation; Educational Change; Elementary Education; *Fractions; Inquiry; *Mathematics Instruction; Teacher Student Relationship; Teaching Methods

It is widely recognized that developing a successful teaching practice, one that is grounded in the principles that guide the current effort to reform mathematics education, requires a qualitatively different and significantly richer understanding of mathematics that most teachers in the 1990s possess. However, it is not as clear how teachers' mathematical understandings develop and how those understandings affect instruction. This paper explores two avenues for K-6 teachers' mathematical investigations--inquiry into mathematics itself and inquiry into children's mathematical thinking--and illustrates how they arise in elementary teaching situations and how they can be explored in a professional development setting. Contains 43 references. (Author)

ED 412 123 SE 060 684

Sea Searcher's Handbook: Activities from the Monterey Bay Aquarium.
PUB DATE- 96
NOTE- 233p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Animals; *Biology; *Conservation (Environment); Educational Resources; Educational Strategies; Elementary Education; *Interdisciplinary Approach; *Oceanography; Plants (Botany); *Science Activities; Science Curriculum; Teaching Guides; Wetlands
IDENTIFIERS- Monterey Bay

The activities in this book guide exploration of rocky shores, wetlands, sandy shores, kelp forests, the open sea and deep sea, and introduce students to a variety of topics and different approaches. This material is written by marine educators and was tested with over 70,000 children visiting the Monterey Bay Aquarium (California) each year. The activities include strands in the disciplines of art, science, mathematics, and language arts, and are augmented by over 100 scientifically accurate illustrations of marine plants and animals. A glossary, resource lists, and conservation information that can encourage stewardship for the world's oceans are also provided. The activities are grouped into broad subject headings related to searching sea habitats, searching for sea life, and searching for interactions. Each group of activities includes field notes and a field guide that provide background information on habitats, animals, and plants. (DDR)

ED 412 124 SE 060 688

Cooper, Ann C.
Owls On Silent Wings. The Wonder Series.

Migrants. Proceedings of the United Nations Expert Group Meeting on International Migration Policies and the Status of Female Migrants (San Miniato, Italy, March 28-31, 1990).
PUB DATE- 95
NOTE- 312p.; This document generally does not cover the topic of education, but a few of the many statistical tables use education-related parameters, see for example tables: 32, 51, 63, 90, and 115.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - Research/Technical (143)
DESCRIPTORS- Developed Nations; *Developing Nations; Economic Development; *Females; Foreign Countries; Foreign Nationals; *Immigrants; *Immigration; International Relations; *Migrants; Migration Patterns; *Womens Studies

This proceedings contains papers and recommendations focusing on the international migration of women. Growing numbers of women are opting for international migration as a means of improving life chances. This proceedings addresses some of the issues resulting from such migration. The book, divided into four parts, includes an introduction by the United Nations Secretariat. Part 1 contains: "Report of the Meeting"; and "Recommendations To Improve the Status of International Female Migrants." Part 2, "Extent of Female International Migration and General Discussion of Its Impact on Female Status," includes "The Status of Women and International Migration" (Lin Lean Lim). Part 3, "Female Migrants in Developed Countries," contains: "Migration Regulations and Sex Selective Outcomes in Developed Countries" (Monica Boyd); "Female Migration and the Status of Foreign Women in France" (George Photios Tapinos); "The Integration of Algerian Women in France: A Compromise Between Tradition and Modernity" (Yeza Boulahbel-Villac); "Comparing the Position of Moroccan and Turkish Women in the Netherlands and in the Countries of Origin" (Jeannette J. Schoorl); "The Experience of Filipino Female Migrants in Italy" (Odo Barsotti; Laura Lecchini); "Analysis of Changes in the Status of Female Returnees in Greece" (Ira Emke-Poulopoulos); "The New Sheilas: European Immigrant Women in Australia, Their Status and Adaptation" (Helen Ware; David Lucas); "Migration of Asian Women to Australia" (Graeme J. Hugo); "Labour Force Experience of Migrant Women: Filipino and Korean Women in Transition" (Maruja M. Asis). Part IV, "Female Migrants in Developing Countries", includes: "Sex Selectivity of Migration Regulations Governing International Migration in Southern and South-Eastern Asia" (Manolo I. Abella); "Policy Dimensions of Female Migration to the Arab Countries of Western Asia" (Sharon Stanton Russell); "Migration of Sri Lankan Women to Western Asia" (Frank Eelens); "Household Economy and Gender in International Migration: The Case of Bolivians in Argentina" (Jorge Balan); "Female Migration in Sub-Saharan Africa: The Case of Nigeria" (Folasade Iyun and United Nations Secretariat). (EH)

ED 412 145 SO 027 353

Croddy, Marshall; Hayes, Bill; Marty, Carlton; Degelman, Charles
Terrorism in America.
PUB DATE- 95
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)

Culture; *Multicultural Education; Non Western Civilization; Social Studies
IDENTIFIERS- *Japan

This lesson booklet is designed to fit any classroom and can be adjusted to any grade level. The materials can be used as a thematic unit or as individual activities to be integrated into the curriculum. The objective is to provide students with a broader cultural perspective on Japan. Blackline masters, pictures, and handouts are included, along with objectives, a list of materials needed and possible teaching strategies. The lessons contained in the booklet include: (1) "The Geography of Japan"; (2) "The Japanese People"; (3) "A Comparison of Japan and the United States"; and (4)" Political and Economic Symbols of Japan." Contains a total of 22 items in 2 resource lists. Includes a list of publications for additional classroom reading. (EH)

ED 412 167   SO 027 875

Jenne, Joel T.
Common Assumptions about Second Career Teachers and the Social Studies.
PUB DATE- 96
NOTE- 26p.; Paper was presented at the Annual Meeting of the National Council for the Social Studies (Washington, DC, November 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; *Career Change; Career Choice; Military Personnel; Military Service; Military Training; Secondary Education; *Social Studies; *Teacher Background; *Teacher Stereotypes
IDENTIFIERS- New York

This study examines the perspectives that second career teachers with prior military career experience bring to the profession of teaching and specifically to the teaching of social studies. The study was organized around five questions relating to the life and career histories of second career teachers, the commonalities in the educational perspectives held by this preservice teacher population, the qualities second career teachers from the military bring to their new profession, the attraction of education for former military personnel, and common elements that might be shared by the subject matter of social studies and military experiences. A life history methodology was used in the main data collection from the four participants' lives. The four case studies were the basis for understanding the patterns relating to family, community, religion, schooling, work, race, class, and gender that emerged as significant themes from the stories of the participants. Each participant is briefly discussed in a separate case. The four case studies are followed by a cross case comparison in which common themes and patterns are discussed. Differences among cases are discussed to elucidate how individual differences were played out in common institutional and career contexts. Contains 33 references. (EH)

ED 412 168   SO 028 520

Manifold, Marjorie Cohee
Picture Books as a Social Studies Resource in the Elementary School Classroom. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement

ED 412 188 SP 037 559

Achinstein, Betty; Meyer, Tom
The Uneasy Marriage between Friendship and Critique: Dilemmas of Fostering Critical Friendship in a Novice Teacher Learning Community.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Critical Thinking; *Criticism; Discussion Groups; *Feedback; *Friendship; *Group Dynamics; Higher Education; Inservice Teacher Education; Partnerships in Education; Preservice Teacher Education; Secondary Education; Secondary School Teachers; Teacher Collaboration; Teacher Improvement
IDENTIFIERS- California (San Francisco Bay Area); Caring; *Charrettes; *Learning Communities

Nine San Francisco (California) second-year teachers who had conducted structured weekly meetings during their preservice program continue to meet monthly with two Stanford University researchers. At these meetings they discuss emerging values, philosophies, and pedagogical practice. The meetings involve formal check-in times for individuals to report on their lives, followed by a charrette (a protocol borrowed from architecture involving presentation of a project to a critical cohort). As members introduce a charrette, they provide the context of their school and classroom and articulate the kind of feedback they would like. The experience offers the teachers a chance to deliberate in a caring environment and make sense of difficult situations. Three events illustrate the promise and tensions of critical friendship. In this study many instances of resistance and tension can be documented. Teachers had differing opinions of how critical friends should be and how friendly critics should be. Problems arose when teachers limited themselves to safe feedback or resisted hearing criticism. However, teachers had strong emotional support within the group and could expose and explore vulnerabilities among friends. It must be recognized that such a group outside a school or university setting may be unstable over time. (Contains 36 references). (SM)

ED 412 189 SP 037 560

Hayes, Curt; Camilli, Valerie; Piazza, Jenny
Walking the Walk: School/University Collaboration in Teacher Education.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Administrator Attitudes; Business; Change Strategies; *College School Cooperation; *Educational

Teacher Employment; Teacher Employment Benefits
IDENTIFIERS- ERIC Digests

This overview of substitute teaching in K-12 schools looks at why substitutes are needed, factors that attract individuals to the work, and what school administrators can do to facilitate good substitute teaching. While schools continue to utilize substitutes for traditional reasons such as personal or family illness or emergency, the school reform movement of the mid-1980s has involved classroom teachers in a variety of nontraditional, noninstructional activities. In addition, changes in federal or state labor laws may result in teachers being eligible for more personal and sick leave. Individuals work as substitute teachers to earn income, but primarily to gain experience and make contacts that may lead to permanent, full-time teaching positions. To structure good substitute teacher programs and create a dependable cadre of replacement teachers, school administrators can hire permanent, full-time substitutes, institute graduated pay scales, offer inservice training, provide feedback, improve recruitment procedures, develop and provide a substitute teacher's handbook on school rules and policies, see that substitutes receive improved lesson plans, and appoint a district substitute teacher coordinator. (Contains 10 references.) (LL)

ED 412 209 SP 037 590

Fasko, Daniel, Jr.; Grubb, Deborah J.
Implications of the Learner-Centered Battery for New Teacher Standards and Teacher Education Reform in Kentucky.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Psychological Association (Chicago, IL, August 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Educational Change; Elementary Secondary Education; Higher Education; Preservice Teacher Education; Rural Schools; *Self Evaluation (Individuals); *Student Attitudes; *Student Evaluation of Teacher Performance; Student Motivation; *Teacher Attitudes; *Teacher Effectiveness; Teacher Expectations of Students
IDENTIFIERS- *Kentucky; *Learner Centered Instruction; Learner Centered Psychological Principles

This study evaluated the self-assessment measures in the Learner-Centered Battery (LCB), which was developed from the theory and research base represented in the Learner Centered Psychological Principles (LCP) (American Psychological Association & McRel, 1993). The purposes of this study were: (1) to evaluate the use of the LCB self-assessment to measure experienced teachers' beliefs about and use of learner-centered practices; (2) to determine the relationship of student responses on the LCB to student motivation and achievement, and their teachers' teaching practices; and (3) to evaluate the usefulness of the LCB for teacher education reform. Participants were 6th to 12th grade teachers (N=36) and students (N=655) from a rural Kentucky school system. The teachers rated themselves using the LCB Teacher Survey and had one of their classes rate them using the LCB Student Survey. Major findings were that: effective teachers demonstrated more implementation of learner-centered domains of practice than did less effective teachers; student perceptions of teachers' implementation of learner-centered practices and student self-efficacy ratings predicted student achievement; and the LCB reliably differentiated effective from university conceptualize teacher education as a life-long learning process. At the University, the vision, goals, performance assessment tools, and portfolios are grounded in research on developmental and reflective practice. Connecticut's portfolio system favors teachers who are rational, analytical thinkers, verbally gifted, and reflective. The University of Hartford uses a transactional model of communication to develop a shared language about teaching and learning. The professional development program stresses the value of autobiography and social analysis as ways for the teacher to develop expertise in moral reasoning. Preservice teachers learn to be teacher researchers at the University. The state program focuses on the assessment of professional knowledge and accountability to national standards. The program at the University, although different in emphasis, is complementary in its emphasis on reflection and supportive networks. (Contains 4 figures and 42 references.) (SLD)

ED 412 228 TM 027 454

Garner, Mary; Engelhard, George, Jr.
Rasch Measurement Theory, the Method of Paired Comparisons, and Graph Theory.
PUB DATE- 97
NOTE- 72p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Comparative Analysis; *Estimation (Mathematics); *Graphs; *Item Response Theory; Mathematical Models; Statistical Distributions
IDENTIFIERS- *Paired Comparisons; *Rasch Model

This paper considers the following questions: (1) what is the relationship between the method of paired comparisons and Rasch measurement theory? (2) what is the relationship between the method of paired comparisons and graph theory? and (3) what can graph theory contribute to the understanding of Rasch measurement theory? It is specifically shown how the method of paired comparisons can lead to the Rasch model, just as consideration of the Rasch model can lead to a pairwise algorithm for estimating the parameters of the Rasch model. Furthermore, both graph theory and previously unexplored aspects of the method of paired comparisons are used to increase understanding and utility of a pairwise algorithm for estimating parameters of the Rasch model as presented by B. Choppin (1985). Bringing together these three lines of inquiry enhances understanding of the Rasch model and provides more effective means of analysis. Appendixes present the conversion of the cumulative distribution function and Statistical Analysis System routines for the analysis. (Contains 8 figures, 7 tables, and 66 references.) (Author/SLD)

ED 412 229 TM 027 455

Rearick, Mary L.
Educational Researchers, Practitioners, and Students of Teaching Reflect on Experience, Practice, and Theories: Action Research in a Preservice Course--"Reading and Literature in the Schools."
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Effect Size; Monte Carlo Methods; *Prediction; *Regression (Statistics); *Sample Size; Selection; Simulation
IDENTIFIERS- Cross Validation; *Power (Statistics); *Precision (Mathematics)

The focus of this research was to determine the efficacy of a new method of selecting sample sizes for multiple linear regression. A Monte Carlo simulation was used to study both empirical predictive power rates and empirical statistical power rates of the new method and seven other methods: those of C. N. Park and A. L. Dudycha (1974); J. Cohen (1988); C. Gatsonis and A. R. Sampson (1989); S. B. Green (1991); E. J. Pedhazur and L. P. Schmelkin (1991); and J. Stevens (1992). The power rates of the new method were found to be superior, both relatively and absolutely, to other methods across most conditions examined. The results also demonstrate both the importance of using an effect size for determining regression sample sizes and the relative importance of predictive power over statistical power for regression. The new method of sample size selection developed in this paper provides a relatively simple means to account for both concerns. (Contains 9 tables and 87 references.) (Author/SLD)

ED 412 248 TM 027 509

Wamboldt, Martina
Colorado Graduation Rates for the Class of 1996. Annual Dropout Rates for Grades 7-12. Suspension and Expulsion Rates, 1995-96.
PUB DATE- 97
NOTE- 273p.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Dropout Rate; Dropouts; Ethnic Groups; *Expulsion; Graduation; *High School Graduates; High Schools; *Minority Groups; Nontraditional Education; *School Districts; *Suspension; Tables (Data)
IDENTIFIERS- *Colorado

This report presents information in a series of tables about graduation and dropout rates in Colorado in 1996 and suspension and expulsion rates in 1995-96. The 1996 graduation rate is a 4-year rate based on students who began ninth grade in 1992-93 as reported by school districts. The graduation rate for the Class of 1996 is 77.7%, an increase of 0.3 percentage points from the rate reported for the Class of 1995. This rate represents all Colorado schools, including alternative schools for high-risk students. In 69 school districts, of 38% of all state districts,the graduation rate was at or above 90% in 1996. This was lower than for the Class of 1993, when 48% of districts had a graduation rate at or above 90%. The dropout rate is an annual rate reflecting the percentage of all students enrolled in grades 7 through 12 who leave school during the reporting period and are not known to transfer to other schools. The dropout rate for 1995-96 was 4.0%, an increase of 0.4% from 1994-95. This is based on a total membership of 326,555, of whom 12,949 students dropped out. In 1995-96, 29.1% of the previous year's dropouts returned to school. The 1994-95 school year was the first in which suspension and expulsion data were collected in a standard format. In 1995-96, 72.5% of the 49,558 students suspended were male, and 58.2% were white. Males made

Metacognition; Psychometrics; *Student Motivation; *Test Construction

Academic delay of gratification refers to students' willingness to postpone immediately available opportunities to satisfy impulses in favor of academic goals that are temporally remote but ostensibly more valuable. The purpose of the present investigation was to develop and validate the Academic Delay of Gratification Scale (ADOGS) as a new instrument to assess college students' academic delay of gratification. In Study 1 (N=180) and Study 2 (N=194), ADOGS was developed and its psychometric properties were examined. Study 3 (N=389) tested the hypotheses that academic delay of gratification would be related to students' motivational tendencies and use of learning strategies. Results indicate that greater preference for academic delay of gratification correlates positively with students' motivation for learning, the utilization of resource management, and with cognitive and metacognitive learning strategies. The implications of this study for learners and educators are discussed. The instrument is attached. (Contains eight references.) (Author/SLD)

ED 412 267 TM 027 605

Kulinna, Pamela Hodges; Silverman, Stephen
Development of an Instrument To Measure Teachers' Attitudes toward Teaching Physical Activity and Fitness.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Attitude Measures; Physical Activities; *Physical Education Teachers; Physical Fitness; Reliability; *Teacher Attitudes; Teaching Methods; *Test Construction; Validity
IDENTIFIERS- *Experts

A multiple-phase study was conducted to develop a reliable and valid instrument to examine teachers' attitudes toward teaching physical activity and fitness. Thirty-one subjects participated in the preliminary study involving the development of an attitude instrument. Subjects for the content validity study were 28 experts in physical education pedagogy. They were sent items from the attitude instrument and asked to organize them into the four domain areas of the instrument. Subjects for the reliability and validity issues were 254 teachers. Results from the content validity and reliability studies, along with the study's objectives, were used to develop the final instrument. Statistical results indicate that a reliable and valid instrument has been developed to measure teachers' attitudes toward teaching physical activity and fitness. Investigating teachers' attitudes in this area will lead to a better understanding of the role physical activity and fitness currently play in physical education. (Contains 5 tables and 28 references.) (Author/SLD)

ED 412 268 TM 027 606

Urdan, Tim; Pajares, Frank; Lapin, Amy Z.
Achievement Goals, Motivation, and Performance: A Closer Look.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28,

used for the same assessment purposes. For each component, states explain who is tested, what subjects are tested, and what types of assessments are used. In addition, states describe accommodations provided to English language learners and students with disabilities. Responses are presented in data tables. States have designed very different assessment systems, from a norm-referenced test alone to using performance assessments. Most states, however, use a combination of multiple choice, short-answer, extended-response questions, performance tasks, or portfolios. (Contains 55 tables.) (SLD)

ED 412 284   TM 027 781

Collins, Mary A.; Brick, J. Michael; Nolin, Mary Jo; Gilmore, Susan; Chandler, Kathryn; Chapman, Chris
National Household Education Survey of 1996: Data File User's Manual. Volume V. Adult Civic Involvement Data File.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 93p.; For Volumes I through III, see TM 027 735-737; for Volume IV, see ED 411 329.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Adults; Attitudes; Children; *Citizen Participation; Data Analysis; Data Collection; Elementary Secondary Education; Parent Participation; *Research Methodology; Response Rates (Questionnaires); Sample Size; *Sampling; Telephone Surveys
IDENTIFIERS- Data Files; *National Household Education Survey; *Random Digit Dialing; User Guides

The 1996 National Household Education Survey (NHES:96) was a random digit dial telephone survey of households developed by the National Center for Education Statistics and conducted by Westat, Inc. The NHES:96 included two topical survey components, "Parent and Family Involvement in Education," which collected data about family involvement in children's schooling, and "Civic Involvement" (CI), which collected data about participation in civic activities and attitudes toward government. This manual provides documentation and guidance for users of the public release data file for the Adult CI component. It contains a description of the Adult CI files and a discussion of data considerations and anomalies. Volume V is meant to be read in conjunction with Volume I, which provides information about the entire study. The Adult CI file contains data from all completed Adult CI interviews. There are 2 records for each completed interview, so that the file contains 4,500 records for the 2,250 cases. It is organized so that logically related variables are grouped together. Data are listed in the following order: (1) system variables; (2) household membership variables; (3) questionnaire item variables; (4) household characteristics variables; (5) derived variables; (6) weighting and variance estimation variables; and (7) imputation flag variables. Included as appendixes are the public file layout, Statistical Analysis System code for creating derived variables, the codebook for the Adult CI public data file, and directions and sample codes for linking NHES:96 data files. (SLD)

ED 412 285   TM 027 782

(141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Communications; Computer Networks; Computer Software Development; Foreign Countries; Information Management; Information Services; *Information Systems; Information Technology; *Online Systems; Online Vendors; User Needs (Information)
IDENTIFIERS- Europe; *Mobile Equipment

This paper summarizes the experiences acquired during the European research project, "On the Move," and draws on some conclusions on how mobility will impact information service providers. The paper begins with a definition of mobile information systems and explains the On the Move project; the goal of On the Move is to develop a "mobile middleware," a software that intercedes between the computer and the communications device and manages connectivity in the manner best suited to this. Following an examination of the aspects of mobility is a discussion of the information aspects, especially how the information demanded changes when the user can access it free from constraints in time and space. Discussion then moves to how this information can be obtained by the provider, which existing systems can be used and which new systems and information must be created. The paper concludes with a discussion on presentation aspects, as the same information will need to be presented in different ways, depending on the user terminal and the transmission network capabilities. (Contains 21 references.) (Author/AEF)

ED 411 846 IR 056 673

Sodipe, R. O.
Online Scientific and Technological Information in Nigeria: Prospects and Possibilities.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Communications; *Computer Networks; Foreign Countries; Higher Education; Information Technology; Internet; Libraries; *Online Systems; Optical Data Disks; Research and Development; Researchers; *Sciences; Technological Advancement; *Telecommunications; Union Catalogs
IDENTIFIERS- Digital Technology; *Nigeria

Nigeria is faced with developmental problems, most of which can be solved with the aid of scientific and technological information contained in books, journals and patents, largely obtainable from the advanced countries. There are academic and research institutions generating information that could enhance the economic development of the country but they are not sharing information. A few of them have computerized and they can form the nucleus of some national networks. The Federal Ministry of Science and Technology has commissioned a science and technology databank project to bring together the databases in the individual research institutes into a network. The university libraries are currently receiving assistance from the World Bank and it is hoped that part of the aid will be used to produce a networked computerized union catalog. Telephone lines in Nigeria are inadequate qualitatively and

Libraries; Foreign Countries; Higher Education; *Information Dissemination; Information Retrieval; Internet; Library Collections; *Library Development; Library Materials; Library Policy; *Library Services; Online Systems; *User Needs (Information); Users (Information)
IDENTIFIERS- Cyberspace; Netherlands

This paper investigates the need for electronic provision of information, and advises that the purpose and motivation for providing electronic resources be explored before embarking on a project to provide them. Many projects at universities and other institutes have been begun arbitrarily just because there happened to be financial resources available--quite often these projects lack a well-defined policy. This paper describes the Electronic Library Utrecht, a project at Utrecht University in the Netherlands. The leading principle of the Electronic Library Project is to comply with the requirements and wishes of researchers, teachers, and students. In this respect, the library project is not so much a technology-driven project as it is a user-driven project. The paper describes determining user requirements; the integration of the physical and electronic collections; searching for information independent of technical structures; an information retrieval system dependent on the type of user and usage; and the digitization of the entire library service, rather than just of the library's collection. The paper also investigates: the project organization, communication structures, and implementation of results; the realization of the projects--infrastructure and electronic library services; and practice and problems--a possible approach and reality. (SWC)

ED 411 864 IR 056 691

Lopez de Prado, Rosario
Spanish Museum Libraries Network.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Access to Information; *Computer Networks; Computer Software; *Electronic Libraries; Foreign Countries; Internet; Library Automation; Library Catalogs; *Library Cooperation; Library Funding; Library Planning; Library Services; Library Standards; Online Searching; *Online Systems
IDENTIFIERS- Museum Collections; *Museum Libraries; *Spain; Technology Integration

This paper describes the creation of an automated network of museum libraries in Spain. The only way in which the specialized libraries in the world today can continue to be active and to offer valid information is to automate the service they offer, and create network libraries with cooperative plans. The network can be configured with different technical structures, and many strategies may be useful in order to create a cooperative system, but it must include the following requirements: high level of funding; making resources more profitable; time saving; standards for library networks; and easy access to information from geographically disperse museums. This network has the following characteristics: a bus network; access to a single database; specialized libraries;

Comparing the evolution of lifelong learning in Chinese Taipei and Vietnam, this paper describes cultural, political, and economic factors influencing approaches and attitudes towards the lifelong learning movement and makes projections for the future. Following a description of sources used, including informal interviews with 50 adult learners in Hanoi and 50 in Taipei, the evolution of lifelong learning in Chinese Taipei is discussed. This section outlines the movement of lifelong learning from an original mixture of political doctrine and Confucian humanism to the present mixture of private sector development programs and social education programs. Projections for the future of education in Chinese Taipei are then made, highlighting the effects of democratization, labor market needs, and the importance of education in Confucian morality. The evolution of lifelong learning in Vietnam is then discussed, reviewing the country's past attempts to eliminate illiteracy, increase the levels of schooling, and improve the working skills of the population. Present efforts to establish a complementary educational system with a curriculum ranging from the consolidation of reading and writing skills to preparation for post-secondary studies are then described, and projections for the future of lifelong learning in Vietnam are presented. Finally, differences between the two countries' social, political, and economic development are reviewed and the common thread of the Confucian learning ethic is discussed. Contains 19 references. (TGI)

ED 411 881   JC 970 465

Law, Song Seng; Low, Sock Hwee
An Empirical Framework for Implementing Lifelong Learning Systems.
PUB DATE- 97
NOTE- 17p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Adult Education; Educational Planning; Environmental Influences; Foreign Countries; *Lifelong Learning; Models; Partnerships in Education; Postsecondary Education; Program Development; Program Implementation; Student Motivation
IDENTIFIERS- Institute of Technical Education (Singapore)

Based on a literature review of factors that affect the provision of learning opportunities for adults and the experiences of Singapore's Institute of Technical Education (ITE), this paper proposes an empirical framework for developing and implementing lifelong learning systems. Following an introduction, the theoretical foundation for the framework is discussed, indicating that it takes into account environmental factors affecting education and the characteristics of adult learners. Ten strategies for developing lifelong learning programs are then presented, addressing the following three areas: (1) environmental factors, including maintaining an active partnership between government, employers, and unions and developing effective evaluation systems; (2) adult learners' extrinsic motivating factors, stressing the importance of program accessibility and affordability, properly trained teachers, relevance to the workplace, and financial incentives; and (3) adult learners' intrinsic motivating factors, including ensuring program accreditation, providing avenues for progression, and promoting the benefits of the program. Finally, outcomes for these 10 ten strategies are presented governments, which are directly responsible for delivering education, must therefore provide adequate post-secondary education to increase the attractiveness of their community. In order to remain competitive, many colleges and universities have designed courses and programs for electronic delivery, via the Internet and World Wide Web. Smaller local educational institutions, however, might not benefit from such developments when in competition with larger, well known institutions, and will likely find it difficult to obtain public support. As a result, the private sector delivery of education will increase dramatically, pushing government and publicly sponsored institutions aside. This may increase the exclusivity of higher education, and, unfortunately, further hinder the path of lifelong learning. Contains 12 references. (YKH)

ED 411 900 JC 970 484

Kintzer, Frederick C.
Articulation and Transfer: Critical Contributions to Lifelong Learning -- Discussion Supplement.
PUB DATE- 97
NOTE- 15p.; This paper is a supplement to Articulation and Transfer: Critical Contributions to Lifelong Learning; see ED 409 066.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Articulation (Education); College Transfer Students; Community Colleges; *Curriculum Development; Distance Education; Educational Change; Educational Development; Higher Education; *Lifelong Learning; Partnerships in Education; Technological Advancement; Two Year Colleges
IDENTIFIERS- Asia Pacific Economic Cooperation; Servicemembers Opportunity Colleges; *Short Cycle Higher Education

This document is a discussion supplement to Frederick Kintzer's paper in the book: "Lifelong Learning: Policies, Practices and Programs." It is designed as a contribution to the third discussion session: Participation Issues and Lifelong Learning. The introduction provides definitions and a description of the rise of lifelong learning and short-cycle higher education. The paper then discusses the modification of courses and changing delivery systems. The desire for Asia Pacific Economic Cooperation (APEC) countries to modify curricula and course design to include interdisciplinary approaches, distance learning, and professional training are described. This section also discusses the Servicemembers Opportunity Colleges, a massive U.S. organization allowing the military and families to enroll in college level courses at various educational institutions. Next, the paper addresses cooperative involvement among different types of schools and with business and industry. This includes a collaboration of higher education institutions, with simultaneous admissions and joint awarding of associate and baccalaureate degrees. Lastly, the paper discusses technological advances which allow computerized banking of credits. It is concluded that lifelong education must be supported nationally and statewide. Contains 24 references and a list of acronyms. (YKH)

ED 411 901 JC 970 511

Remedial/Developmental Education in the Illinois Community College System: Scope, Cost, Structure, Outcomes, and Policies.
PUB DATE- 97
NOTE- 65p.

United States Department of Education statistics; 43% of 1989-90 beginning postsecondary students seeking an associate's degree had attained some degree of certificate five years after initial enrollment: 8% earned a bachelor's degree; slightly less than a quarter (23.7%) earned an associate's degree; and 11% earned a certificate. Furthermore, certificate seekers were more likely than associate degree seekers to attain a postsecondary credential (55% versus 43%, respectively); within five years of initial enrollment, 50% had earned a certificate, and 4% had earned an associate's degree. Regardless of initial degree objective, students who enrolled full time were more likely to attain either the degree they sought of a bachelor's degree than those who were enrolled part time. Finally, associate's degree seekers who delayed entry into postsecondary education by at least one year were much less likely to complete and associate's or bachelor's degree within five years than their counterparts who did not delay. (ECF)

ED 411 919 JC 970 531

Mullendore, Philip
Campus Police/Media Relations.
PUB DATE- 97
NOTE- 21p.; Paper presented at the California College and University Police Chiefs Association Fall Conference (October 16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Community Colleges; *Confidentiality; *Court Litigation; Criminal Law; *Higher Education; Law Enforcement; News Media; *Police; *Privacy; State Legislation
IDENTIFIERS- *California; Department of Education; Family Educational Rights and Privacy Act 1974

California state statutes and a series of court cases have required campus security and police departments to release information about incidents occurring on campus to the media and the general public. Despite the law and case decisions, recent studies reveal campus police and security officials are still reluctant to release information to the media because of the interest of the security/police officials to protect the privacy of campus students and employees versus the right of the public, including the media, to have access to incidents occuring on campus. The courts and the Department of Education have clearly identified the difference between "education" records and "law enforcement" records. The Federal "Family Educational Rights and Privacy Act" (FERPA) prevents release of a student's educational record beyond "directory" information. Criminal investigation and incident reports do not apply under this law. This paper reviews the laws and court decisions regarding release of crime information to the media. A general overview of California law regarding release of campus information the media is as follows: (1) law enforcement shall release general information to the media, including time, nature, and factual circumstances of incident, name and age of the victim, and a description of the arrest; (2) law enforcement shall not release information that would endanger the safety of the investigation, victim or witness information, information relating to juveniles, and identity of persons reporting child abuse; and (3) law enforcement may release victim information with the victim's permission, and the public safety officer under investigation with the officer's

*Caribbean; UNICEF

This paper reviews the development of early childhood care and education in the Caribbean region since World War II. Despite the growth of private early childhood facilities throughout the region in the immediate post-war period, supply was inadequate to satisfy demand. Governments, pressured by rising social and economic problems, were to varying degrees reluctant to provide for early childhood care and education. During the 1950s and 1960s, the United Nations Children's Fund (UNICEF) and the Bernard van Leer Foundation were among the first international organizations to provide sustained assistance to the region in support of early child care and education. During the 1970s, in spite of increased levels of assistance from international organizations such as UNICEF and BVLF, governments were slow to invest public funds in this area. The 1980s witnessed a real turning point in the achievement of significant advances in early childhood care and education, due to the widespread adoption of national standards for care, the development of direct UNICEF assistance in many countries, and evaluative studies of programs that focused on a teacher training and parent education. (Contains 12 references.) (MDM)

ED 411 938 PS 025 430

Logie, Carol
The Status of ECCE Provision in Trinidad and Tobago.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Caribbean Conference on Early Childhood Education (2nd, Barbados, West Indies, April 1-5, 1997). Appendix B not in copy received by ERIC.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Day Care; Demography; *Educational Environment; Educational Policy; Foreign Countries; National Surveys; Parent Education; Parents; Preschool Children; *Preschool Education; *Preschool Teachers; *Teacher Education; *Teacher Qualifications; Teacher Salaries
IDENTIFIERS- Developmentally Appropriate Programs; *Trinidad and Tobago

This study examined the provision of early childhood care and education (ECCE) in Trinidad and Tobago, focusing on the educational environment and demographic factors within ECCE. A representative national sample of 2,370 children, 175 teachers, and 883 parents from 79 public and private centers across the country completed questionnaires or interviews. The study found that although most teachers had completed secondary education and had been teaching for more than 5 years, many earned less than the minimum wage. It was also found that the delivery of ECCE was negatively affected by the lack of teacher training and the refusal of teachers to use non-traditional methods. Many programs: were highly academically oriented, often at a developmental level above that of the children; limited the use of concrete materials; and limited children's opportunities to socialize. The study concluded that to improve the provision of ECCE in Trinidad and Tobago, policies need to be adopted that focus on upgrading the skills of ECCE staff, upgrading teacher salaries, providing inservice training facilitators, and improve the existing ECCE teacher training programs. (MDM)

ED 411 939 PS 025 502

Niebrzydowski, Leon

Strategies; Classroom Environment; Elementary Education; Evaluation Methods; Intervention; Learning Motivation; Low Achievement; Parent Participation; Parent School Relationship; Performance; Portfolio Assessment; Self Evaluation (Individuals); Student Attitudes; Student Evaluation; Student Improvement; Student Participation; Student Problems; *Student Responsibility; Student School Relationship

This action research project implemented and evaluated an intervention for increasing student academic and social responsibility. The targeted population consisted of kindergarten, 1st, and 5th grade students in a growing middle-class community in central Illinois. The problems of irresponsible academic and social behavior were documented through teacher observations, academic assessments, and student self-assessments. Analysis of probable cause data revealed that students displayed a lack of ownership for learning and had high incidences of homework infractions. Faculty reported concern over a lack of continual progress reports and inappropriate parental over-involvement. A review of the literature suggested that students were not involved in the assessment process, they had a need for self-evaluation, and were dependent on extrinsic rewards. A review of solution strategies resulted in four major categories of intervention: the use of portfolio assessment, increased student self-assessment, use of cross-age peer helpers, and increased parent/teacher/student communication. The results suggested that the interventions were successful for all people involved. Parents, students, and teachers all noted a heightened awareness of academic and social responsibility. (Contains 13 references). (Author/SD)

ED 411 958 PS 025 789

Beuscher, Shonna; Keuer, Lynn; Muehlich, Sharon; Tyra, Carol
Improving Student Engagement.
PUB DATE- 97
NOTE- 88p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; Academic Aspiration; Classroom Environment; Cooperative Learning; Curriculum Development; Elementary Education; *Learning Motivation; Low Achievement; Performance; Program Effectiveness; Student Characteristics; *Student Improvement; Student Motivation; Student Participation; Student Responsibility; Student School Relationship; Thinking Skills
IDENTIFIERS- Gardner (Howard); Multiple Intelligences; Student Disengagement; *Student Engagement

This action research project implemented and evaluated an intervention for improving student engagement in the learning process. The targeted population consisted of first, third, and fifth grade students in a small, traditional, middle class community, located in central Illinois. Evidence of non-engaged behaviors were documented from teacher observations, samples of students' work, and anecdotal records. Probable causes contributing to the problem included societal issues such as social dissolution, amount of money allotted per pupil, and negative student attitudes; and school related issues, including inadequate curriculum, assessment, and teaching strategies. In order to address the problem, cooperative optimal early development and recommended expanding the Family and Medical Leave Act of 1993, addressing the problem of child care, and supporting expanded parent education programs. A clinical psychologist commented on the need to nurture developing attachment relationships and expressed concerns about day care quality. Child and family advocates recommended that the dependent child care tax credit be made universal and noted bills which could assist home-based businesses and telecommuting employees. Materials supporting the testimony are attached. (KB)

ED 411 974 PS 025 815

Child Protective Services: Complex Challenges Require New Strategies. Report to the to the Honorable Nydia Velazquez, House of Representatives.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Legal/Legislative/Regulatory Materials (090),Reports - General (140)
DESCRIPTORS- Change Strategies; *Child Abuse; *Child Neglect; *Child Welfare; Children; Federal Government; Government Role; Program Effectiveness; Program Implementation; *Social Services; State Government; State Programs
IDENTIFIERS- Child Abuse Prevention and Treatment Act; Child Protection; *Child Protective Service; Government Family Partnerships; Service Delivery Assessment

At the request of the U.S. House of Representatives, this study identified problems confronting child protective service (CPS) units, which affect the system's capacity to protect children from abuse and neglect. State and local responses to these problems, and opportunities for the federal government to assist in improving the system's capacity to respond to children's needs were also determined. Information was obtained through literature review, interviews with state and federal officials, visits to CPS units in California, Florida, Missouri, and New York; and consultation with a panel of experts. Results indicate that the CPS system is in crisis because of overwhelming caseloads, increasingly complex social problems underlying child maltreatment especially related to substance abuse, and ongoing systemic weaknesses in daily operations, including difficulties in maintaining a skilled workforce, inconsistently implemented policies, lack of automated case management, and poor working relationships with courts. Responding to the crisis, states and localities are testing new service delivery strategies, including forming partnerships with families and community organizations. Programs in Missouri, Florida, California, and New York were cited as examples of innovative service delivery. Challenges to new strategies include adapting to new caseworker roles and addressing the underlying systemic weaknesses that diminish daily operational effectiveness. CPS units will need more focused support and expanded technical assistance from the federal government, including disseminating information on what other CPS units have tried and the outcomes of these experiments. (Appendices include a description of the methodology.) (Author/KB)

ED 411 975 PS 025 816

Miller, Laurie
Family Child Care as a Job Opportunity for Welfare Recipients.

*Family School Relationship; *Inquiry; Kindergarten; Middle Schools; *Parent Participation; *Parent School Relationship; *Parent Student Relationship; *Parent Teacher Cooperation; Preschool Education; School Readiness; Student Adjustment; Transitional Programs
IDENTIFIERS- *Questions

This pamphlet is designed to serve as a prompt for principals and teachers to help them anticipate questions parents might ask when they send their children to school for the first time or when they enroll their children in a different school. The pamphlet can also serve as a checklist for parents as they become involved with their children's education. Questions are organized by different levels of schooling, from preschool to high school. Preschool questions include those related to fostering social skills, preparing children for kindergarten, and helping with the transition to kindergarten. Elementary school questions address curriculum, parental involvement, and measuring children's academic and social progress. Questions for middle schools cover class size, the role of the guidance counselor, the transition to high school, and preparation for college. High school questions cover guidance available regarding course selection, college selection and preparation, and participation in technology events. General questions address school policy issues such as homework, promotion, prevention programs, absences, and computers. (LPP)

ED 411 992 PS 025 846

Koetzsch, Ronald E.
The Parents' Guide to Alternatives in Education.
PUB DATE- 97
NOTE- 244p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Cooperative Learning; Educational History; Educational Trends; *Elementary Secondary Education; Home Schooling; Multicultural Education; *Nontraditional Education; *Parents; *Parochial Schools; *Private Schools; Progressive Education; Public Education; Religious Education; School Choice; Whole Language Approach
IDENTIFIERS- Developmentally Appropriate Programs; Historical Background; Holistic Education; Multiple Intelligences; Reggio Emilia Approach; Waldorf Schools

Recognizing that parents have a great range of options in choosing and creating an education for their child, this book is designed to help parents make an informed, conscious choice about their child's schooling. Chapters in the first part of the guide provide an overview of American education, the mainstream public sector and alternative education movements. Chapter 1 looks at the origin and early development of the American public school system. Chapter 2 treats the humanistic-progressive movement, while chapter 3 describes the religious-traditionalist movement. Chapter 4 discusses the range of education alternatives available in the current system. Chapters in the second section deal with six important movements in present-day education: (1) whole language; (2) cooperative learning; (3) the social curriculum; (4) multicultural education; (5) developmental education; and (6) education for character. The third part of the guide looks at 22 types of programs and schools that provide viable

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Welfare; *Children; Community Action; *Community Control; Community Cooperation; *Community Involvement; Community Leaders; Community Programs; Community Psychology; Community Responsibility; Community Role; Coping; Program Descriptions; Program Development; Program Evaluation; Program Implementation; Violence; *War; Well Being; World Problems
IDENTIFIERS- *Community Empowerment; Traumas; *Victims of War

In today's wars, children are on the front lines. This handbook, the result of a meeting of psychologists and humanitarian workers, presents a strategy to meet the needs of children in war and refugee crises that intends to be cost-effective, empowering, and child-focused. The strategy emerged from field work based on the belief that each community, however grief-stricken, contains the resources to heal itself. Instead of viewing community members as sick, poor, and helpless, these field workers acknowledged and built upon the strengths and ingenuity of local populations, some of whom who have survived decades of oppression. The manual's chapters present the steps of this community-mobilization strategy. They are: (1) Children and War; (2) Community Mobilization: A New Strategy; (3) Assessment: Creating the Shared Vision; (4) Project Design: The Power of Human Bonds; (5) Implementation: Cultural Barriers and Assets; and (6) Monitoring and Evaluation: Tools for Embracing Change. (EV)

ED 412 010   PS 025 870

Eisele, Todd
Improving the Motivation of Middle School Students through the Use of Curricular and Instructional Adaptations.
PUB DATE- 96
NOTE- 66p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Change Strategies; Classroom Techniques; Cooperative Learning; Grade 7; Instructional Effectiveness; *Instructional Innovation; Junior High Schools; Learning Strategies; Middle Schools; Motivation Techniques; Self Motivation; Student Empowerment; *Student Improvement; *Student Motivation; Student Participation; Teaching Methods
IDENTIFIERS- *Middle School Students

This action research project evaluated a program to improve student motivation, attendance rate, percent of homework returned, and student academic growth. The targeted population was a seventh-grade class in a middle school in north central Illinois. The problem of inadequate student motivation was documented by means of attendance rates, students' time-on-task, class participation, and teacher journals recording classroom behavior and academic achievement. Analysis of probable cause research revealed that students' inadequate motivation is related to their poor self-esteem, unchallenging and repetitive assignments, emotionally stressful classroom environments, and extensive use of extrinsic rewards. A review of solution strategies resulted in the selection of three major categories of intervention: cooperative learning, students combination of strengths and weaknesses along the five dimensions. The booklet concludes with a list of publications about or related to readiness, for parents, educators, and policymakers. (HTH)

ED 412 026 PS 025 907

Shantha, E. V.
Services that Matter: An Overview of Childcare Services in Tamil Nadu. Monograph No. 7.
PUB DATE- 97
NOTE- 46p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; *Child Welfare; Community Involvement; *Day Care; Early Childhood Education; Employer Supported Day Care; Empowerment; Foreign Countries; Government Role; Integrated Services; Nutrition; Program Descriptions; Program Implementation; Public Policy; Total Quality Management; *Young Children
IDENTIFIERS- Barriers to Implementation; Child Care Needs; Creches; *Day Care Quality; India (Tamil Nadu); Nongovernmental Organizations; Program Characteristics

This monograph describes the strengths and weaknesses of child care services in the Tamil Nadu region of India and suggests directions for the future of child care. Section 1, "Introduction," discusses the role of the government in providing support for child development, highlighting achievements of the State of Tamil Nadu. Section 2, "Governmental Efforts," provides a history of child welfare services, and describes the projects of the Integrated Child Development Services (ICDS) and the Tamil Nadu Integrated Nutrition Projects (TINP). This section also discusses the importance of maternity assistance and training for women. Section 3, "Other Sectors," presents information on the development of child care services for working women with children under 6 years, including those required by statute in factories, mines, and plantations; for office workers, and voluntary creches developed with government assistance. Section 4, "Policy Issues," addresses the need for governments to recognize their role in fostering child development, describes Tamil Nadu's child welfare policy, and details the need, current coverage, and gaps in child welfare services. Section 5, "Implementation Issues," discusses problems in implementing large-scale ICDS and TINP programs, including community mobilization and participation, gaps in coverage, child care worker motivation, and the need for worker training. Section 6, "The Challenge Ahead," provides suggestions for building on present strengths to make further progress in Tamil Nadu, including the use of Total Quality Management, stakeholder participation to build consensus on goals, empowerment of stakeholders and improved accountability, and involvement of non-governmental agencies. Contains 25 references. (KB)

ED 412 027 PS 025 915

Hale, Cynthia M.; Polder, Jacquelyn A.
The ABCs of Safe and Healthy Child Care: A Handbook for Child Care Providers.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English

logic of their male prep-school colleagues to craft a heroic reading of "the director"; and second, as association founders and members, they deployed this romantic image of the woman leader in service of their status in "professional" organizations. Their professional self-definition was rooted in both a communitarian feminist pedagogy and a vision of rigorous professional standards. Contains 38 references. (Author/SV)

ED 412 042 RC 021 163

Loeffler, T. A.
Leading the Way: Strategies That Enhance Women's Involvement in Experiential Education Careers.
PUB DATE- 96
NOTE- 11p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Career Development; *Employed Women; *Employment Practices; Experiential Learning; *Organizational Climate; *Outdoor Education; *Personnel Management; Professional Recognition; *Recruitment
IDENTIFIERS- *Outdoor Leadership

Women with past or present careers in outdoor leadership were asked to suggest strategies by which outdoor and experiential education programs could increase the number of women employed in the field, and support women in becoming even more successful in their careers. The 25 women interviewed ranged in age from 22 to 44, had 1-25 years experience in outdoor careers, and included program administrators and instructors. Ten suggested strategies are discussed, with interview excerpts and examples. The strategies are: (1) hire and promote more women into administrative and executive positions; (2) offer advanced skills training in single-gender environments; (3) commit to equal opportunity, affirmative action, and other non-discriminatory hiring policies; (4) actively recruit and encourage women to apply for outdoor leadership positions; (5) educate staff and participants about gender issues; (6) increase the number of female participants by offering single-gender programs for women and girls and by using new marketing approaches; (7) create an organizational climate that is appealing to women; (8) assist in the creation of networking and support systems for female outdoor leaders, both within and between organizations; (9) recognize women's achievements in and contributions to the field of outdoor leadership; and (10) assist women in balancing work with family and relationship commitments. (SV)

ED 412 043 RC 021 164

Henderson, Karla
Feminist Perspectives on Outdoor Leadership.
PUB DATE- 96
NOTE- 12p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Empowerment; *Females; Feminism; *Feminist Criticism; Leadership; *Leadership Styles; *Participation; Sex Bias; Sex Differences; Sex Role
IDENTIFIERS- Gender Issues; *Outdoor Leadership

settings. The book exposes academic communities to indigenous learning and indigenous knowledge with the aims of challenging assumptions about the content, style, and language of scholarship, and influencing the development of more inclusive university and college curricula. Following a prologue by David A. West, the eight papers are: "Doing Native American Philosophy" (Viola F. Cordova); "American Indians and Native Americans: Reinhold Niebuhr, Historiography, and Indigenous Peoples" (Jace Weaver); "Scholarship, Morality and Apologies for Empire" (John Snider); "A Native American Identity in Art Education" (Michael Yellowbear Holloman); "Sharing Circles: Utilizing Traditional Practice Methods for Teaching, Helping, and Supporting" (Michael Anthony Hart); "The Laying of Lipsha" (analysis of storytelling in Louise Erdrich's novels) (Lola L. Hill); "'Wakinyan Hotan' ('The Thunderbeings Call Out'): The Inscrutability of Lakota/Dakota Metaphysics" (Leroy N. Meyer, Tony Ramirez); and "Medicine Wheel Teachings in Native Language Education" (Lena Odjig White). In an epilogue "Passing On the Knowledge," Sylvia O'Meara uses a storytelling format to pass on her experiences of attempting to integrate university education, family reminiscences, and Ojibway culture in her own Indian identity. A selected bibliography contains 166 references. (SV)

ED 412 061 RC 021 196

Gilliland, Hap
Teaching the Native American. Third Edition.
PUB DATE- 95
NOTE- 292p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *American Indian Culture; *American Indian Education; Art Education; *Classroom Techniques; Cultural Differences; *Culturally Relevant Education; *Educational Strategies; Elementary Secondary Education; English (Second Language); History Instruction; Mathematics Instruction; Native Language Instruction; Physical Activities; Reading Instruction; Science Instruction; Second Language Instruction; Teaching Methods; Writing Instruction
IDENTIFIERS- *Native Americans

Much has been written about what is wrong with American Indian education, but too little emphasis has been placed on positive ideas for making education better and more relevant for Native American students. This book aims to fill that gap by providing teachers with practical information and suggestions for working with Native American students. A central focus is cultural differences between White and Native American societies and the effects of those differences on the educational progress and development of Native American students. The first nine chapters, by Hap Gilliland, cover the need for a culturally relevant education; the importance of learning students' backgrounds in culture and experience; the positive aspects of American Indian culture, including courtesy, values, and communication style; cooperative learning; Native American learning styles; promoting self-esteem; inspiring high achievement; discipline through motivation, decision making, and self-control; and involving parents in the classroom. The remaining 13 chapters are: "Social Studies for Native Americans" (Adrian Heidenreich, Jon Reyhner, Hap Gilliland);

resources on a variety of educational topics. (DDR)

ED 412 083 SE 060 595

Erduran, Sibel
Reflections on the Proceedings from HPSST Conferences: A Profile of Papers on Chemistry Education.
PUB DATE- 97
NOTE- 14p.; Paper presented at the International History, Philosophy and Science Teaching, North and South America Regional Conference (Calgary, Canada, June 21-24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Chemistry; *Cognitive Psychology; *Concept Formation; Higher Education; Philosophy; Science History; Science Instruction; *Scientific Literacy; Secondary Education; Sociology

Proceedings from the first three History and Philosophy of Science and Science Teaching Conferences are examined to identify the profile of papers in science content areas. Those papers with a chemistry education emphasis are investigated more closely. Results indicate that papers with physics content dominate. Chemistry and biology content were addressed at about the same frequency. The chemistry topics covered in the papers include air pressure, equilibrium, atomic theory, and periodicity. Student cognition and language in science are the least studied areas among those covered while sociology of chemistry and teacher cognition are examples of domains that have not been addressed. (DDR)

ED 412 084 SE 060 596

Williams, J. S.; Linchevski, L.
Situated Intuitions, Concrete Manipulations and the Construction of the Integers: Comparing Two Experiments.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, April, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cognitive Processes; Comprehension; *Constructivism (Learning); Educational Games; Elementary Education; Foreign Countries; Integers; *Intuition; Learning Strategies; Mathematical Concepts; Mathematics Instruction; Problem Solving; Teaching Methods
IDENTIFIERS- Abacuses; Israel; United Kingdom

This paper further develops an instructional method called here "process-object linking and embedding". The idea is to link the familiar mathematical processes to objects in a familiar situation, then re-embed the new link through mathematical symbols into their mathematical construction. It makes use of children's extra-mathematical, ethnomathematical, or everyday knowledge to link situations to and "unpack" processes in the mathematics with which they are already confident. It is designed as a means of overcoming the problem of intuitive gaps recurring in children's mathematical development. This process is illustrated here in the case of two attempts to teach integers. It is based on the principle that intuitions arising outside mathematical experience can be imported into mathematics: strategies and concepts arising in the extra-mathematics education called "The Curriculum and Evaluation Standards for School Mathematics" (1989), "The Professional Standards for Teaching Mathematics" (1991), and "The Assessment Standards for School Mathematics" (1995). The Pacesetter mathematics program and the course through which it is implemented, Precalculus through Modeling, embody the standards related to secondary school mathematics set forth in these documents. This booklet gives a detailed explanation of the relationship between these standards and Pacesetter Mathematics. Unit 1 is based on students' previous experience with linear equations and focuses on problems associated with real-life situations to introduce mathematical modeling. The secondary focus is on the concept of function in general mathematics. Unit 2 examines multiplicative changes in art, finance, and social sciences. Sample activities include developing a savings plan for a person who has won a lottery and developing a savings plan for buying a car. In Unit 3 students build from quadratic and cubic equations to investigate the properties of power, polynomial, and rational functions. The sine, cosine, and tangent functions are introduced in Unit 4 which also utilizes graphing calculators. Unit 5 covers modeling with matrices, and Unit 6 addresses modeling with various other functions. (AIM)

ED 412 105 SE 060 644

Zollman, Alan; Bartosh, Ann
Empower! A K-12 Outcome-Based Intervention Guide for Teaching Mathematics. UKERA Occasional Paper.
PUB DATE- 93
NOTE- 40p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Educational Change; Educational Resources; Educational Technology; Elementary Secondary Education; *Intervention; Lesson Plans; Manipulative Materials; *Mathematics Instruction; Problem Solving; *Remedial Mathematics; Teaching Guides

The objective of this intervention guide is to prepare each student to be mathematically literate to survive in a world that is changing and growing as technological advances are creating new applications of geometry, measurement, statistics, and counting procedures. It accomplishes this goal by providing an intervention setting that includes manipulatives, calculators, and technology. This guide presents a list of resources for designing instructional interventions for remedial students in mathematics. An introduction to lesson planning for K-12 remedial mathematics students is also given. Contains 35 references. (ASK)

ED 412 106 SE 060 649

Carey, Shelley J., Comp.
Science for All Cultures: A Collection of Articles from NSTA's Journals.
PUB DATE- 93
NOTE- 73p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- African Studies; American Indian Education; Arabs;

PUB DATE- 94
NOTE- 71p.; Illustrated by Randi Eyre and Marjorie C. Leggitt.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; Biology; Elementary Education; *Endangered Species; Environmental Education; Habitats; Interdisciplinary Approach; *Science Activities; *Science and Society; Science Curriculum; *Social Action; Teaching Guides
IDENTIFIERS- *Owls

This curriculum guide is all about owls and provides information on the folklore related to owls, present populations, explanations of physical characteristics, exploring owl pellets, burrowing owls, snowy owls, and great horned owls. Included are eight activities using owl cards, owl pellets, puzzles, and origami. This guide aims to increase awareness of owls and their plight and to encourage social action. Suggestions for action include starting an owl study group, speaking up for owls and owl habitat, supporting an owl in rehabilitation, and building owl nest boxes for yard and school habitats. Contains a glossary and nine references. (DDR)

ED 412 125 SE 060 690

Robinson, Sandra Chisholm
Sea Otter, River Otter. The Wonder Series.
PUB DATE- 93
NOTE- 69p.; Illustrated by Gail Kohler Opsahl and Marjorie C. Leggitt.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; Biology; Educational Strategies; Elementary Education; *Endangered Species; Environmental Education; Habitats; Interdisciplinary Approach; *Science Activities; *Science and Society; Science Curriculum; Student Motivation; Teaching Guides
IDENTIFIERS- *Otters

This curriculum guide is all about otters and provides information on both sea and river otters. Included are activities related to the diet of sea otters, the adaptations sea otters have made to live in the sea, their tool-using abilities, where they live and how to spot them, comparative anatomy of sea and river otters, and otter movement. The activities employ an interdisciplinary approach and use mazes, puzzles, model-building, and board games to motivate students. A glossary, bibliography, and answer keys for some of the activities are also provided. Contains 22 references. (DDR)

ED 412 126 SE 060 692

Robinson, Sandra Chisholm
The Wonder of Wolves: A Story & Activities. Revised Edition. The Wonder Series.

DESCRIPTORS- Brainstorming; Citizen Participation; Civil Law; Community Resources; Constitutional Law; Criminal Law; Due Process; Elementary Secondary Education; Freedom of Speech; Instructional Materials; *Law Related Education; Laws; Problem Solving; Search and Seizure; Social Attitudes; *Social Control; Social Studies; Teaching Guides; *Terrorism
IDENTIFIERS- United States Constitution

A series of nine lessons that can be used in any order, this booklet is intended to help teachers and students discuss and analyze the issue of terrorism in the United States. The lessons cover a range of important issues appropriate for social studies classes, and contain readings, discussion questions, and interactive activities. The first lesson presents an overview of the Oklahoma City (Oklahoma) bombing and corresponding issues. The next seven lessons are grouped into three issue areas: responses to terrorism, free speech issues, and the prevalence of conspiracy theories in U.S. society. The final lesson, appropriate for use by teachers in all curriculum areas, models a civic participation process that encourages students to take a hands-on approach to addressing community problems. The materials invite student participation in a variety of activities such as directed discussions, small groups, simulations, role playing, and interaction with outside resource persons. Student handouts are appended. (TSV)

ED 412 146 SO 027 357

Monk, Linda R.
The Bill of Rights: A User's Guide and Teacher's Guide. Second Edition.
PUB DATE- 95
NOTE- 313p.; Foreword by Ruth Bader Ginsburg.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Citizenship Education; Civics; *Civil Rights; *Constitutional History; *Constitutional Law; Due Process; Educational Resources; Equal Protection; Freedom of Speech; Instructional Materials; Law Related Education; Libel and Slander; Search and Seizure; Secondary Education; Social Studies; State Church Separation
IDENTIFIERS- *Bill of Rights; Fourteenth Amendment; Supreme Court; United States Constitution

Designed to help make the Bill of Rights a living document, the student text (user's guide) describes the history of each right in the Bill of Rights and explains how the Supreme Court has interpreted those rights throughout history. The units trace the history of the Bill of Rights, describe and analyze the first ten amendments, and explain the importance of the Fourteenth Amendment in expanding the concept of rights in the United States. The text contains stories of "ordinary" people who have helped in keeping the Bill of Rights a living document, and also includes a 27-item glossary, suggested reading list, as well as case and subject indexes. The teacher's guide offers classroom activities and handouts that correspond to the student text. Each lesson contains objectives, terms, concepts, and student activities. (TSV)

ED 412 147 SO 027 639

Temple, Eric

(ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Childrens Literature; Critical Thinking; Critical Viewing; Elementary Education; *Elementary School Curriculum; Global Education; Illustrations; Instructional Materials; Multicultural Education; *Picture Books; *Social Studies; *Visual Literacy; Visual Perception
IDENTIFIERS- ERIC Digests

Picture books are useful tools for teaching many abstract and complex concepts of the social studies at the elementary level. They allow students to develop visual literacy through sustained viewing time necessary for exploration, critique, and reflection on the images portrayed. Numerous examples of picture books are presented to support such development. This digest is divided into eight sections: (1) Introduction; (2) "Images as Allegories"; (3) "Historic Photographers and Artists"; (4) "Illustrated Storyboard Narrative"; (5) "Illustrated Timelines"; (6) "Multicultural Education through Diverse Socio-Cultural Images"; (7) "Developing Social Empathy through Pictures"; and (8) "Focal Points of Lessons on Human Similarities and Differences." Contains six additional resources. (EH)

ED 412 169 SO 028 521

Stoltman, Joseph P.
The National Assessment of Educational Progress in Geography. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Achievement; *Achievement Tests; Elementary Secondary Education; *Evaluation; *Geography; *Geography Instruction; Grade 12; Grade 4; Grade 8; *National Competency Tests; Norm Referenced Tests; Social Studies; Standardized Tests
IDENTIFIERS- ERIC Digests; *National Assessment of Educational Progress

This ERIC Digest describes the development of the 1994 National Assessment of Educational Progress for geography and the results from that examination of geographic knowledge and skills of students in grades four, eight, and twelve. The assessment format utilized multiple-choice questions and constructed-response questions. Results were reported by the achievement levels of basic, proficient, and advanced. Major conclusions include: (1) too many students in the United States do not demonstrate achievement of essential content and skills in geography; and (2) analytical thinking and writing skills are important to the study of geography for the content interpretation and processing of geographic information. Sections of the Digest include: (1) Introduction; (2) "The Framework"; (3) "Report of Student Performance"; (4) "Relationships of Home and School Experiences to Student

Administration; *Educational Change; Elementary Education; Higher Education; *Partnerships in Education; Preservice Teacher Education; *Professional Development Schools; Public Schools; *Resistance to Change; Schools of Education

This paper analyzes the failure of a professional development school (PDS) initiative undertaken by a university department of education by using eight points from John P. Kotter's book "Leading Change," which describes conditions in business that prevent change and points to some necessary conditions for change to occur. The eight points and their lessons are: (1) complacency (the need for a sense of urgency to reform); (2) knowing who is in charge (change in the college must have the support of the dean and the department chair); (3) articulating the mission and vision (both must be shared by the college and the PDS); (4) communicating the vision and mission to supporters and doubters (in this case, the vision was under-communicated to colleagues and administration); (5) permitting obstacles to block the new vision (active discussion of disagreements will build a shared vision); (6) failing to cite short-term victories (the PDS needs to be showcased often during the initial years of operation); (7) declaring victory too soon (significant changes take from 3 to 10 years to sink down deeply into the culture); and (8) neglecting to anchor changes firmly in the corporate culture (this PDS did not survive long enough to be anchored in the college culture). (SM)

ED 412 190   SP 037 561

Koki, Stan
JROTC Program Earning Distinction in Commonwealth of the Northern Mariana Islands.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 6p.; Printed on colored paper.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Achievement; Citizenship Responsibility; High School Students; High Schools; *Leadership Training; Parent Participation; Parent School Relationship; *Program Effectiveness; *School Culture; Student Attitudes; *Student Motivation; Student Participation; Teamwork
IDENTIFIERS- *Junior Reserve Officer Training Corps; *Northern Mariana Islands

The Junior Reserve Officer Training Corps (JROTC) program at Rota High School in the Commonwealth of the Northern Mariana Islands, which includes over half of the school's students, develops teamwork and helps students excel in academics. Students are instilled with discipline, motivation, pride, and a sense of integrity, trust, and belonging. The JROTC curriculum has high expectations, building character and citizenship through its emphasis on academic performance and leadership. The program fosters appreciation of ethical values and principles and stresses the importance of high school graduation for future success. The curriculum features modules, with task conditions and standards for each module. Most of the program involves hands-on learning and application, and many JROTC learning activities are planned and executed by the cadets themselves. There is regular assessment of student progress. Parental involvement and community service are integral to the program, with parents donating time, labor, equipment, and food. Cadets provide clean-up services and less effective teachers. With regard to teacher education reform, two dimensions need to be taken into account: the substantive content of the principles and preservice teachers' actual learning processes. A table on the learner-centered principles is attached. (Contains 25 references). (SM)

ED 412 210   SP 037 592

Orientation: Effective Beginnings for Novice Teachers.
PUB DATE- 97
NOTE- 104p.; For related document, see SP 037 593.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Mentors; Program Development; Public Schools; School Districts; Secondary School Teachers; Teacher Effectiveness; Teacher Improvement
IDENTIFIERS- *North Carolina

This document provides resources and tools for program developers who are designing orientations to meet the specific needs of their novice teachers. Section one looks at key questions for program developers to consider when designing an orientation (what they want beginning teachers to know about the community, district, school, and job). Section two presents an orientation framework for the school year under the headings: topics, time frame, method, and rationale. Section three offers tips for effective program evaluation, focusing on getting started, using measurement tools, analyzing the results, and making an action plan. Five appendixes, which comprise the bulk of the document, present: (1) sample orientation agendas from several North Carolina school systems; (2) tools for novice teachers; (3) tools for mentor teachers; (4) sample evaluation instruments; and (5) a list of resources. (SM)

ED 412 211   SP 037 593

Toolkit for Mentoring. Effective Beginnings for Novice Teachers.
PUB DATE- 97
NOTE- 49p.; For related document, see SP 037 592.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Elementary School Teachers; Elementary Secondary Education; *Mentors; Public Schools; School Districts; Secondary School Teachers; Self Evaluation (Individuals); Teacher Effectiveness; Teacher Evaluation; *Teacher Improvement; *Teaching Experience
IDENTIFIERS- *North Carolina

This document responds to the components of North Carolina's Excellent Schools Act that pertain to mentoring. The first section includes tools for the selection of mentors: a listing of mentor selection criteria, a mentor nomination form, a faculty survey instrument for mentor candidates, interview questions for mentors, a mentor application form, and a selection team recommendation form. The second section includes tools for the mentoring process: a model contract between

1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; *College Students; *Educational Research; Educational Theories; Elementary Secondary Education; Higher Education; Literature; Methods Courses; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; Reading; *Teacher Education
IDENTIFIERS- *Preservice Teachers

This paper describes a tool called the Professional Development Project (PDP) that helps preservice teachers become reflective teachers. Action research in a course for preservice teachers, "Reading and Literature in the Schools," from 1993 through 1996 led to the development of the PDP. Action research helps students become reflective practitioners and generators of knowledge. Data sources included the portfolios of 105 undergraduate and graduate students, student course evaluations, dialogue journals, and student instructional reports. The PDP as developed is a semester-long learning tool that incorporates a variety of assignments to help students reflect on their own literacy experiences and create their own autobiographies. As students create their own action research and conduct their own case studies, they develop as critical consumers of educational theory. The PDP is both a project and a process that illustrates that students are willing and able to use reflection as a springboard for learning. (Contains nine references.) (SLD)

ED 412 230 TM 027 456

Hargrove, Linda L.; Mao, Michael X.
Three-Level HLM Modeling of Academic and Contextual Variables Related to SAT Scores in Texas.
PUB DATE- 97
NOTE- 26p.; Paper presented at the Annual Meeting of the National Council on Measurement in Education (Chicago, IL, March 25-27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College Entrance Examinations; *High School Students; High Schools; *Institutional Characteristics; Mathematical Models; Multivariate Analysis; School Districts; *Scores; *Test Results
IDENTIFIERS- Hierarchical Linear Modeling; *Scholastic Assessment Tests; *Texas

By including district variables at a third level, this study extended previous two-level hierarchical linear modeling (HLM) of multivariate relationships among Texas school-level characteristics and within-school mean Scholastic Assessment Test (SAT) scores and score differentiating factors (L. L. Hargrove, M. X. Mao, and G. Barkanic, 1996; Hargrove and L. T. Mellor, 1994; Hargrove, Mellor, and Mao, 1995). Most consistently, school percentage of students passing all state high school exit examinations, Advanced Placement (AP) examinees with scores of three to five, and students taking AP examinations related positively to school average scores and helped explain substantial total variance in separate three-level HLM models for verbal, mathematics, and total scores, up 79.6% of the expulsions, and 55.5% of these students were white. Figures are given for other ethnic groups and school grade levels. (Contains 14 tables.) (SLD)

ED 412 249 TM 027 517

Hartka, Liz; Stancavage, Fran
Perspectives on the Impact of the 1994 Trial State Assessments: State Assessment Directors, State Mathematics Specialists, and State Reading Specialists.
SPONS. AGENCY- National Academy of Education, Washington, DC.
PUB DATE- 97
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrator Attitudes; Administrators; Case Studies; *Grade 4; Intermediate Grades; *Mathematics Tests; National Surveys; *Reading Tests; Test Construction; Test Interpretation; Test Results; *Test Use
IDENTIFIERS- Impact Evaluation; National Assessment of Educational Progress; *Test Directors; *Trial State Assessment (NAEP)

This paper is the fourth in a series prepared for the National Academy of Education on the evaluation of the National Assessment of Educational Progress Trial State Assessment (TSA) and the impact of reporting TSA results. This paper provides a perspective on the last of the TSAs, an assessment of fourth-grade reading that was carried out in 44 participating states and territories in February 1994. Results of this TSA were released in a preliminary version in April 1995 and in reports in August and October 1995 and March 1996. A questionnaire about the overall impact of the 1990, 1992, and 1994 TSA assessments was sent to assessment directors and curriculum specialists in all 50 states and the District of Columbia, and 9 case study interviews (in 9 states) were carried out to explore the impact of TSA results. The overall impact of the TSAs has been viewed as generally positive, with about half the states evaluating the TSAs positively, and none evaluating them as having negative overall impact. The case studies made it clear that states are the primary consumers of TSA information, and that the impact of the TSAs, including the 1994 TSA, was greatest in states in which performance was worst. For the 1994 TSA, the impact of the reading assessment seems to have been mediated by the extent to which instruction is subject to local control. Some weaknesses of the TSA program and the 1994 TSA in particular were identified, but overall, the National Assessment of Educational Progress appears to have sustained its perceived value to educators and policymakers in its TSAs. An appendix presents the nine case studies. (Contains 1 figure and 18 tables.) (SLD)

ED 412 250 TM 027 520

Testa, Alec M., Ed.
DATAWave, Volume 5, Numbers 1 through 7 (1/29/97 through 4/23/97).
PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *College Students; *Curriculum Development; *Educational Assessment; Educational Environment; Educational

1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Ability; *Achievement Need; Anxiety; Attitude Measures; Educational Theories; Grade Point Average; Grade 8; Junior High Schools; Mathematics; Middle Schools; Outcomes of Education; *Performance Factors; Self Efficacy; Sex Differences; *Student Motivation; *Success
IDENTIFIERS- *Middle School Students; *Task Goal Attitudes

An achievement goal theory framework was used to examine the relations among goals and a number of other motivational constructs in a sample of middle school students. Participants were 189 eighth graders from a public school in the south. In one session students completed the attitude measures and in another session they completed a mathematics performance measure. The attitude instrument consisted of 15 items assessing task and ability goals. Results indicate that task and ability goals were moderately related. In this sample, task goals were moderately to strongly related with the performance and motivation variables in favorable ways. They were positively related to self-efficacy, self-concept, grade point average, persistence, importance, and self-efficacy for self-regulated learning. They were negatively related to anxiety. Ability goals did not have a negative pattern of relationship with other variables, but were unrelated or weakly positively correlated with the motivation and performance variables. When gender, grade point average, and task goals were controlled, ability goals had little or no effect on motivation or performance outcomes. Results suggest that for students strong in their pursuit of task goals, the simultaneous pursuit of ability goals is not helpful. This study does support previous results indicating a beneficial relationship between task goals and a variety of motivational and performance outcomes. (Contains 2 tables and 15 references.) (SLD)

ED 412 269 TM 027 618

Powers, Stephen; McConner, Stanley
Project SOAR 1996-1997. Evaluation Report.
SPONS. AGENCY- Tucson Unified School District, AZ.; Sunnyside School District, Tucson, AZ.
PUB DATE- 97
NOTE- 102p.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Adolescents; Attendance; Career Exploration; College Students; Early Parenthood; Education Majors; *Family Programs; Grade 8; Grade 9; *High Risk Students; High School Students; Higher Education; *Mentors; Middle Schools; *Program Effectiveness; Program Evaluation; Secondary Education; Self Esteem; Suspension; Tables (Data)
IDENTIFIERS- *Middle School Students; *Project SOAR; Tucson Public Schools AZ

Project SOAR (Student Opportunity for Academic Renewal) provides academic and personal mentoring and family support services to at-risk middle and high school students in six schools of the Tucson (Arizona) Unified School District. In 1996-97, 95 participants were served by the program and 95 mentors participated. This resulted in a win-win situation since

Levinson, Luna; Stonehill, Robert
Tried and True: Tested Ideas for Teaching and Learning from the Regional Educational Laboratories.
PUB DATE- 97
NOTE- 100p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Care Occupations; *Curriculum; *Early Childhood Education; Educational Improvement; *Educational Practices; Elementary Secondary Education; Language Minorities; *Learning; Literacy; Mentors; Parent Participation; *Professional Development; Rural Schools; Teaching Methods; Vocational Education
IDENTIFIERS- *Regional Educational Laboratories

This collection of 16 tested ideas for improving teaching and learning evolved from the work of the 1995 Proven Laboratory Practices Task Force charged with identifying and collecting the best and most useful work from the Regional Educational Laboratories. The Regional Educational Laboratory program is the largest research and development investment of the U.S. Department of Education designed to help in school improvement. Each laboratory applied its own criteria for selection so that quality standards are the measure of all the practices. The practices described are grouped into categories of early childhood education, instructional content and practice, teacher professional development, and school improvement strategies. The following programs are described: (1) Family Connections; (2) Program for Infant and Toddler Caregivers; (3) Classroom Assessment Video Training Workshops; (4) Comprehensive School Mathematics Program; (5) Literacy Plus; (6) SEDL Follow Through Program; (7) Strategic Teaching and Reading Project (STRP); (8) Success for All and Exito para Todos; (9) Vocational Mentoring; (10) Dimensions of Learning; (11) Improving Multigrade Classroom Instruction in Small, Rural Schools; (12) Peer-Assisted Leadership; (13) Questioning and Understanding To Improve Learning and Thinking (QUILT); (14) Teaching Cases: New Approaches to Teacher Education and Staff Development; (15) Onward to Excellence; and (16) Successful Schools Process. Each program description discusses the ideas behind the program, how it can help teaching and learning, how it was tested, how it is being used, and ways to use it in the community. References and contacts are listed for each program. (SLD)

ED 412 286 TM 027 784

Hoffman, Lee M.
Key Statistics on Public Elementary and Secondary Schools and Agencies: School Year 1993-94. Survey Report.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Finance; *Elementary Secondary Education; *Institutional Characteristics; Minority Groups; National Surveys; Outcomes of Education; *Public Schools;

quantitatively. Digitalization of the lines is in the progress. These are as yet no public-switched data lines with packet switching supports to make online information cheap and affordable to researchers. Dial-up access to the Internet is not yet possible and has to be done through service providers outside the country. (Author)

ED 411 847   IR 056 674

Grant, C. A.; Scott, T. M.
The "Superhighway": A Revolutionary Means of Supporting Collaborative Work.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; *Computer Mediated Communication; Computer Networks; Educational Technology; Electronic Publishing; Foreign Countries; Information Networks; Information Technology; *Internet; Partnerships in Education; Research and Development; Technological Advancement; *Telecommunications
IDENTIFIERS- *Collaborative Research; Collaborative Writing; Europe; Technological Infrastructure

Electronic technology and high-speed communications are no longer simply aids to collaborative working. In this information era, information that is speedy, accurate and in a form that enables people to make decisions and work productively together across geographical distances is the key to cost-effective efficient collaboration. This paper looks at how Advanced Communication Technologies are revolutionaizing the way collaborative teams can work together. It represents great opportunities for collaboration in the fields of research, commerce and education. In particular, the paper discusses how electronic collaboration is becoming an essential component of business and university life, and how Internet technology is being recognized as a powerful new means to improve the productivity of working groups. High-speed communication networks are a powerful tool for promoting successful international partnerships. Using high-speed bandwidth to communicate, collaborative research and development work can be progressed efficiently (without waiting until the next scheduled meeting). This paper illustrates how the authors have gained advantage by exploiting current technology to form successful partnerships in this new, high-speed information age. (Contains 20 references.) (Author)

ED 411 848   IR 056 675

Delcroix, Jean-Claude
The Telecommunications Stranglehold on Europe's Information Use: Practical Constraints for SMEs and Economic Assessment Based on Cost Models.
PUB DATE- 96
NOTE- 10p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.

and access to other networks. The system hardware, operating system, database management system, and library management software are discussed. The paper also discusses following ISO/OSI norms; retrospective catalog conversion and database loading; training personnel; linking with the general museum system; and access to the Internet. Creating a network for automating the Spanish museum libraries is the only efficient way of using the materials and resources available there and avoiding their loss. Automating all the museum State libraries simultaneously on a low budget, using funds jointly and rationalizing their use, obtains better performance from the personnel available and gives access to international information networks. (Contains 18 references.) (Author/SWC)

ED 411 865 IR 056 692

Guittet, Christian
Making the Best of New Information Technologies at Eurostat.
PUB DATE- 96
NOTE- 12p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631. Figures may not reproduce clearly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Foreign Countries; Futures (of Society); *Hypermedia; *Information Dissemination; Information Retrieval; Information Technology; *Multimedia Materials; Online Systems; Performance; *Relevance (Information Retrieval); Search Strategies; Statistical Data; User Friendly Interface; *User Satisfaction (Information); Visualization
IDENTIFIERS- Digital Imagery; Digital Signal Processing; Graphic Representation; HTML; *Interactive Systems; Luxembourg; SGML

Eurostat, the Statistical Office of the European Communities, is already making use of the new possibilities offered by the multimedia revolution and has started research to allow further progress in this direction. This paper defines interactive multimedia as the achievement of a dynamic symbiosis between several means of expression (several representations of real or imaginary worlds). The paper draws lessons from Eurostat's operational achievements and explores different areas open to future research: multimedia, new information technologies, graphics and visualization, and image and signal processing. General guidelines for future development learned from Eurostat's first experiences include: automate production by structuring information; ensure independence from the physical medium; be flexible to satisfy users; be user-friendly to all users; take care of the user interface; avoid sticking to present technology because technology changes so fast; and put the focus on multimedia resources. The paper also discusses automating the production process, including the pros and cons of using SGML and HTML for document definition. In order to disseminate statistical data to as large and diversified a public as possible, it is important to make the most of the possibilities new information technologies offer to ensure easier, faster access to more relevant information, according to the knowledge, expectations, and needs of each individual. Future trends are also discussed. (Contains 14 references.) (SWC)

ED 411 866 IR 056 693

based on an evaluation of their application in 3 ITE training programs: Basic Education for Skills Training, Modular Skills Training, and the Certified On-the-Job Training Centre. This section indicates that the government-employer-union partnership, program affordability, accessibility, and accreditation were key strategies in all three programs. Contains 24 references. (BCY)

ED 411 882 JC 970 466

Leong, Yip Kai
Lifelong Learning and Vision 2020 in Malaysia.
PUB DATE- 97
NOTE- 13p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Economic Development; Educational Change; Educational Improvement; *Educational Philosophy; *Educational Policy; Elementary Secondary Education; Foreign Countries; Futures (of Society); Human Resources; *Labor Force Development; Lifelong Learning; National Programs; Postsecondary Education; Role of Education
IDENTIFIERS- *Malaysia

The Malaysian government has adopted the creation of a fully developed economy by the year 2020 as a principal goal, emphasizing that the development should be economic, political, social, spiritual, psychological, and cultural. In order to develop the necessary human resource base to reach this goal, the country must strengthen the teaching of mathematics, science, and English in its higher education system, establish entrepreneurial and management development programs, and train its workforce with the latest industrial processes. Education in Malaysia is, in fact, changing very rapidly, responding to the emerging focus on lifelong learning; the growing emphasis on learning, as opposed to teaching; and the development of new delivery systems. With respect to elementary and secondary education, the country has shifted its focus on the provision of basic education for all to the provision of quality education for all in the 21st century, developing new principles and integrating education at all levels of schooling. Changes are also being made in the nation's higher education and training systems, such as 1996 legislation that permits the establishment of private universities and branch campuses of foreign universities and efforts to provide financial assistance to students. Finally, in the non-formal educational sector, there is an increased emphasis on human resource updating and meeting individual and business needs for job advancement and higher wages. (BCY)

ED 411 883 JC 970 467

Ho, Ching-jung
Lifelong Learning and Basic Literacy: Adult Literacy Education in Chinese Taipei.
PUB DATE- 97
NOTE- 15p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)

LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Basic Skills; *College Preparation; Community Colleges; Curriculum Development; Educational Assessment; Needs Assessment; Outcomes of Education; Program Implementation; *Remedial Instruction; *Remedial Programs; *School Surveys; Two Year Colleges
IDENTIFIERS- *Illinois Community College System

In response to the increased need for remediation, the Illinois Community College Board conducted a study examining the scope, cost, structure, outcomes, and policies of the remedial/developmental education in the Illinois Community College System. Findings indicated an increase in enrollment in remedial/developmental coursework, with math requiring the most remediation, due in part to the reclassification of intermediate algebra and geometry from college level to remedial level. The majority of students are young minorities. Students are placed through referrals and placement tests, and must be assessed for basic skills. The majority of remedial/developmental instruction is integrated into the academic departments, with a combined lecture/learning lab approach and computer assisted instruction. Opportunities for students to improve skills are most widely available on college campuses, through adult education courses generally offered separately at community colleges. More restrictive enrollment policies are advisable for students scoring at the lowest levels in more than one area, or students with reading deficiencies. Study results indicated widespread utilization and success of remediation programs. Implementation strategies for effective remediation policies include student assessment, facilitation of academic progress of remedial students, and providing information on adequate academic preparation. Appendices include data tables with the survey results and a description of placement testing used by Illinois Community Colleges. Contains 31 references. (YKH)

ED 411 902 JC 970 512

Report of the Capital Task Force.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Budgeting; Community Colleges; *Construction Needs; Educational Facilities Improvement; Evaluation Criteria; *Facility Requirements; Facility Utilization Research; *Financial Support; Full State Funding; Needs Assessment; School Construction; Two Year Colleges
IDENTIFIERS- *Illinois Community College Board

The increased need for state funded construction projects in Illinois has created problems due to lack of funding. To reconcile this problem, the Capital Task Force convened to review, analyze, and assess all aspects of the current capital budgeting process, including the recommendations of the System Funding Task Force. The Task Force recommended the following needs evaluation criteria for Illinois Community College Board (ICCB) construction projects: regular evaluations of existing facilities, a more reliable means of determining utilization rates and the highest priority projects, and identification of the most productive uses of all facilities. The Task Force also permission. (YKH)

ED 411 920 JC 970 532

Gilbert, Sid; Chapman, Judy; Dietsche, Peter; Grayson, Paul; Gardner, John N.
From Best Intentions to Best Practices: The First-Year Experience in Canadian Postsecondary Education. Monograph Series Number 22.
PUB DATE- 97
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Ancillary School Services; *College Freshmen; Community Colleges; *Educational Assessment; Foreign Countries; Higher Education; Institutional Evaluation; Program Evaluation; *School Surveys; Student Personnel Services; *Student Surveys; Two Year Colleges
IDENTIFIERS- *Canada

This document reviews the results of the first comprehensive survey of the first year in Canadian postsecondary education, and examines the range and consequences of courses of study. It explores students' perceptions of their first year, and evaluates the programs and services that were offered. Chapter 1 compares and contrasts the American and Canadian approaches to first-year community college programs. Possible explanations for differences are also included. Chapter 2 contains profiles of entering Canadian community college students, and describes their first year experience. Chapter 3 details the nature of first-year programs and services along with observations on the institutional climate and delivery characteristics. Chapter 4 outlines the entering characteristics and motivation of first-year university students, along with their transition experiences and educational outcomes. Chapter 5 reports survey findings about the nature and assessment of first-year programs and services. Chapter 6 profiles and evaluates a number of institutions offering comprehensive First Year Experience programs. Chapter 7 links case studies, program outcomes and student experiences to represent a performance indicator for universities and colleges. Assessment and evaluation are identified as powerful motivators for improvement. Summary comments, observations, and policy recommendations are also included. Appendices supply research methodology, the survey instrument, the individuals who completed the survey, a description of the population, and further responses to the survey. (YKH)

ED 411 921 JC 970 533

Marciniak, Mark P.
Establishing a Major Off-Campus Center: The Midlands Model.
PUB DATE- 95
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Faculty; College Role; Collegiality; *Community Colleges; Community Services; *Educational Facilities; Models; Participative Decision Making; *Program Implementation; Two Year Colleges
IDENTIFIERS- *Delta College MI

Factors which Promote High Attainment in Children of Pre-School
Age.
PUB DATE- 96
NOTE- 14p.; Paper presented at the International Congress of
Psychology (Montreal, Quebec, Canada, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference
Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Child Development; Family
Environment; *Family Influence; Foreign Countries; Mothers;
Parent Role; Parents as Teachers; Performance Factors;
*Preschool Children; Preschool Education
IDENTIFIERS- Poland

This study sought to determine the causes of high or low attainment in preschool, focusing on 17 factors identified as having a significant influence on the development of children's abilities. The study focused on home factors influencing attainment among 30 high ability and 30 low ability children from preschools in Glowno, Poland. Questionnaires completed by their mothers revealed that children with high attainment reached a much higher fulfillment of educational stimulations of their parents than children with low attainment. Parents of children from the high ability group attached more importance and made more efforts to stimulate the development of their own children than the parents of the children from the low ability group. This is best shown in such factors as setting a good example in performing professional duties, creating opportunities for involving the child in discussion, good emotional contact, vocabulary development, and the child's involvement with nature. The influence of mothers' ascendancy over the child, helplessness toward the child, concentration on the child, and aloofness toward the child regarding attainment were also examined. (MDM)

ED 411 940 PS 025 574

Walaitis, Lisa A.
Special Play: A Parent/Child Activity To Encourage Positive
Behaviors.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Illinois Family Literacy
Conference (Springfield, IL, May 15-16, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-
Classroom Use (For Administrative and Support Staff, and for
Teachers, Parents, Clergy, etc. in Non-Classroom situations)
(055),Speeches, Conference Papers, "Papers Presented at..."
(150)
DESCRIPTORS- Early Childhood Education; *Parent Child
Relationship; *Parent Role; *Play; *Prosocial Behavior; Self
Esteem; *Young Children

This guide explains the concept of "special play" and provides instructions for parents on how to use this daily 15-minute play period to encourage positive behaviors in their young children. The purpose of special play is to create situations in which children become aware of feelings that they have not previously recognized, build children's feeling of trust in their caregiver, and build children's self-confidence. During these daily sessions, parents should watch the child carefully, talk about what the child is doing, mimic the child's actions, play alongside them, and let the child lead the interaction. Parents should not teach, boss, or judge the child, but simply learning, higher order thinking skills, and multiple intelligences were addressed through curricular revisions and lesson delivery. Post intervention data indicated increased student engagement in learning, an improvement of social skills in a cooperative learning setting, and the increased ability to use higher order thinking skills. Eighteen appendices include an engaging behavior checklist, reading placement test raw data, writing evaluation and raw data, and student journal responses. Contains 35 references.) (Author/SD)

ED 411 959 PS 025 790

Borquist, Mollie; Schmidgall, Jacquelyn
Improving Discipline through the Use of Social Skills Instruction.
PUB DATE- 97
NOTE- 114p.; Master's Action Research Project, Saint Xavier University & IRI/Skylight. For related study of School Site A, see PS 025 777.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Aggression; *Behavior Change; *Behavior Problems; Change Strategies; Classroom Environment; Cooperative Learning; *Discipline Problems; Early Adolescents; High School Students; Intermediate Grades; Interpersonal Competence; Intervention; School Community Programs; Secondary Education; *Social Behavior; *Social Development; Student Problems; Violence
IDENTIFIERS- Behavior Management; Middle School Students

This action research project implemented and evaluated an intervention to reduce inappropriate behavioral incidents among early adolescent students. The targeted population consisted of middle school students in an urban area and high school students in a rural area in the Midwest. The problem of inappropriate behaviors was documented by means of teacher observations, office discipline referrals, and student surveys. Analysis of the site information suggested that issues related to inadequate facilities, understaffing, and parental involvement were possible probable causes. Further analysis of the middle school site revealed demographic changes such as population shifts, single parent families, and low socioeconomic status as possible contributing factors. Review of the literature suggested negative peer influences, poor classroom social climate, inadequate character education, and lack of student acceptance of responsibility as additional possible causes. A review of solution strategies resulted in the selection of a cooperative learning intervention, a community/school service project, and a conflict resolution program. Post-intervention assessment results indicated that the intervention had a positive influence on the behaviors of the targeted students. The number and severity of the discipline problems were reduced. The degree of success depended on the frequency and severity of the inappropriate behaviors. The age of the students also effected the degree to which the intervention was successful. Contains 45 references. (Author/SD)

ED 411 960 PS 025 791

Finding the Balance: A Child Care Data Report.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English

Child Care Action Campaign Issue Brief #5.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - General (140)
DESCRIPTORS- Adult Vocational Education; Business Administration; Business Education; Business Skills; *Child Care Occupations; *Child Caregivers; Early Childhood Education; Employment Opportunities; *Family Day Care; *Job Development; Job Placement; Job Skills; Job Training; Low Income Groups; Occupational Home Economics; Public Policy; Small Businesses; State Programs; *Welfare Recipients
IDENTIFIERS- Child Care Action Campaign

The Child Care Action Campaign (CCAC) is a national nonprofit advocacy organization whose goal is to improve the lives of children and their families by expanding the supply of good quality, affordable child care. This publication summarizes remarks made by presenters at a CCAC audio-conference on the recruitment and training of welfare recipients as child care providers as a job opportunity. The article discusses the economic realities of family child care and their implications for public policy, including economic barriers faced by low-income families in starting a business. Policy concerns considered include the willingness of welfare recipients to do child care work, the provision of basic equipment, and the need for training and technical assistance in starting and running a small business. The article also discusses policies and programs to make a state-supported training program successful and cost-efficient, and the need for community networks to support family child care providers. The role of the CCAC and its Family Support Watch program are also summarized. (JPB)

ED 411 976 PS 025 817

Miller, Laurie
Welfare Block Grant Basics: Q & A with National Experts. Child Care Action Campaign Issue Brief #6.
PUB DATE- 97
NOTE- 9p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Day Care; *Federal Aid; Federal Programs; Financial Policy; Financial Support; *Immigrants; Low Income Groups; *Public Policy; State Federal Aid; *Welfare Recipients; *Welfare Services
IDENTIFIERS- Child Care Action Campaign

This publication answers questions related to the provisions of child care funding and provision for welfare recipients under the Personal Responsibility and Work Opportunity Reconciliation Act. The article addresses specific concerns regarding the Temporary Assistance for Needy Families (TANF), a federal program that guarantees block grants to states to provide assistance to impoverished families with dependent children. The nature and policy details of the TANF program are explored, including the requirements of welfare recipients to work and of states to provide jobs, training and funding. The article discusses the child care funding and other child care provisions of the program, the child and adult care food program and immigrant provisions, and state plans and advocacy opportunities. The implications of program policy discussed include child care for immigrants, parental access to child alternatives to mainstream public education: Carden Schools, Christian Schools, Comer Schools, Core Knowledge Schools, Essential Schools, Foxfire, Free Schools, Friends Schools, Holistic Schools, International Baccalaureate, Islamic Schools, Jewish Day Schools, Mennonite and Amish Schools, Montessori Schools, Multiple Intelligences, Education, Progressive Schools, Protestant Schools, Reggio Emilia Approach, Catholic Schools, Waldorf Education, and Teenage Liberation. Each chapter presents the approach's history, philosophy and principles; describes practical strategies of the educational approach; describes one or two actual schools using that particular approach; and lists resources and a bibliography. The guide's final section offers practical advice in choosing a school and on creating a school of one's own. Contains 41 references. (Author/KB)

ED 411 993   PS 025 848

Phares, Barbara Georgeson
A Study of the Effectiveness of Ability Grouping on the Academic Achievement of Middle School Students.
PUB DATE- 97
NOTE- 78p.; Master's Thesis, Salem-Teikyo University.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Academic Achievement; *Class Organization; Comparative Analysis; Cooperative Learning; *Early Adolescents; Elementary Education; *Grouping (Instructional Purposes); *Instructional Effectiveness; Mastery Learning; *Mathematics Achievement; Middle Schools; Multisensory Learning; Questionnaires; Surveys; Teacher Attitudes; Teaching Methods
IDENTIFIERS- *Middle School Students

This study examined the effects of grouping students by ability or achievement on middle school students' academic achievement. Mathematics achievement scores from the California Test of Basic Skills (CTBS) were obtained from 25 seventh graders randomly selected from a group of 80 who had received instruction in an ability-grouped setting for mathematics instruction during third grade and in an inclusive setting during the sixth grade. The mathematics scores in the third grade ability-grouped setting were compared to those from the sixth grade inclusive setting. Also, a written survey was completed by kindergarten through eighth grade teachers in five elementary schools and one middle school. Mathematics achievement results indicated that there was no significant difference between math scores in the third grade ability-grouped setting and the sixth grade inclusive setting. Teacher survey results revealed that while most teachers have moved away from rigid forms of ability grouping, some still group for subjects such as reading and mathematics. Those who still group students by ability revealed that they continue this practice because they believe that delivery of instruction is easier when students are on the same instructional level. Students' previous grades, current test scores, and teacher perceptions were used to group students by ability. Teachers who had moved away from grouping indicated that the transition was made easier by employing alternative methods and styles of instruction--especially a multisensory approach--but also including cooperative learning and mastery learning. (Five appendices include t-test data and a copy of the survey. Contains 31 references.) (Author/KB) choice in activities and assignments, and lessons designed to reflect students' learning preferences. Post-intervention data indicated an increase in intrinsic motivation. Behaviors believed to be extrinsically motivated, such as attendance and homework completion, showed smaller increases. (Five appendixes include observation checklists and sample instructional materials. Contains 36 references.) (Author/EV)

ED 412 011 PS 025 871

Foster, William; Gaa, Nancy; Nowicki, Jan; Ross, Venessa
Improving Academic Success by Increasing Student Engagement in the Learning Task.
PUB DATE- 97
NOTE- 137p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master Program.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Behavior Change; Change Strategies; Class Activities; *Cooperative Learning; Educational Environment; Elementary Education; Elementary School Students; Grade 5; Grade 8; Interpersonal Competence; Listening; Preschool Children; Preschool Education; Problem Solving; Program Evaluation; *Student Improvement; Student Participation; *Time on Task
IDENTIFIERS- *Student Engagement; Teacher Journals

This action research project implemented and evaluated an intervention for increasing student engagement in learning to improve academic success. The targeted population consisted of students in four separate schools: pre-kindergarten and eighth graders in a large metropolitan area and fifth and eighth graders in a rural community. The lack of engagement was documented through staff surveys completed by 61 teachers at the 4 schools, teacher journal entries completed during the first 3 weeks of school, and teacher observation checklists of targeted students completed at the beginning of the school year. The 18-week intervention consisted of: (1) cooperative learning small group activities that foster social skills; (2) social skill instruction through grade-appropriate curricular units integrated into subject areas; and (3) classroom management techniques that include clear expectations and consequences, student-teacher collaboration, and positive classroom climate. Social skills included active listening, participation, group problem solving, and affective processing. Post-intervention data indicated that the intervention succeeded in increasing student engagement. The incidence of class participation, attentive listening, staying on task, completing assignments, and following classroom rules increased as a result of the intervention. (Nine appendices include data collection instruments and class materials. Contains 72 references). (Author/KB)

ED 412 012 PS 025 872

Anderson, Gary R., Ed.; Ryan, Angela Shen, Ed.; Leashore, Bogart R., Ed.
The Challenge of Permanency Planning in a Multicultural Society.
PUB DATE- 97
NOTE- 215p.; Document has also been published as "Journal of Multicultural Social Work, v5, n1-2,3-4 1997.
LANGUAGE- English

EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Child Caregivers; *Child Health; Children; *Day Care; Diseases; Early Childhood Education; *Guidelines; Injuries; Policy; Prevention; Professional Development; *Risk Management; *Safety
IDENTIFIERS- *Child Safety

Recognizing the importance of maintaining a safe and healthy child care setting, this manual for home or center child care providers contains information and guidelines to help providers maintain child health and reduce sickness and injuries. Part 1, "Introduction," describes how diseases are spread and how to prevent and prepare for unintentional and intentional injuries, and provides guidelines for recognizing child abuse. Part 2 of the guide, "Establishing Policies to Promote Health and Safety," makes recommendations for developing written policies for health history and immunizations for day care children and care providers, exclusion for illness, incident reporting, emergency illness or injury procedures, children with special needs, medication administration, nutrition/foods brought from home, as well as smoking and the use of alcohol and illegal drugs. Part 3, "Following Protective Practices to Reduce Disease and Injury," describes basic disease and injury protection practices, including stress reduction, handwashing and diapering routines, use of toilet training equipment, cleaning and disinfecting routines, use and handling of toothbrushes, and food safety and sanitation. Part 4, "Maintaining a Safe and Healthy Facility," details the contents of a written safety plan, including precautions, evaluation plan and drills pertaining to fire safety, electrical fixtures and outlets, stairways and walkways, indoor furnishings and equipment, outdoor play areas, small objects and toys, firearms, water temperatures, chemical toxins, lead poisoning, air pollution, pets, and exposure to electric and magnetic fields and to heat and ultraviolet rays. Part 5, "Fact Sheets on Childhood Diseases and Conditions," lists a variety of sicknesses and diseases, from asthma and the common cold to yeast infections, and gives the child care provider a general diagnostic description, as well as preventive measures for the illness. Appendices contain additional resources and contact information on regional poison control centers. Contains seven references. (KB)

ED 412 028　　　PS 025 920

Elmore, Randy; Wisenbaker, Joseph
Evaluation of Multi-Age Team (MAT) Implementation at Crabapple Middle School: Report for 1994-1995.
PUB DATE- 96
NOTE- 35p.; For 1995-96 report, see PS 025 922. Paper presented at the Annual Conference of the National Middle School Association (23nd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Critical Thinking; Experiential Learning; Grade 6; Grade 7; Grade 8; *Grouping (Instructional Purposes); Inclusive Schools; Instructional Innovation; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; *Mixed Age Grouping;

Feminist perspectives provide a basis for examining the nature of participation in outdoor experiences, the goals of outdoor leadership, and the meanings associated with the outdoors. Feminism is concerned with the correction of both the invisibility and distortion of female experience in ways relevant to social change and removal of social inequality. In this essay, perspectives on feminism and the diversity of women's experiences serve as a critique of existing practice, a means for correcting biases, and a foundation for the transformation of outdoor participation and leadership. A literature review reveals five conceptual phases of research and practice: invisibility of women's outdoor participation and leadership, women's experiences acknowledged but judged by male standards, focus on dichotomous sex differences in leadership, woman-centered analyses that challenge traditional androcentric notions about the outdoors, and analyses of gender relations and socialization to gender roles. Corrective mechanisms for providing women with outdoor leadership opportunities have been based on two contrasting approaches: making women more like men in their leadership style, and preserving and developing what has been defined as typically female. A third alternative--a transformative feminist perspective--suggests that outdoor leadership is not defined by gender or gender-related traits and proposes an organizational model in which all participants are empowered to develop expertise and assume leadership roles. Contains 27 references. (SV)

ED 412 044   RC 021 165

Bell, Martha
Feminists Challenging Assumptions about Outdoor Leadership.
PUB DATE- 96
NOTE- 17p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Adventure Education; *Consciousness Raising; Empowerment; Experiential Learning; Females; *Feminism; Foreign Countries; *Group Dynamics; Individual Power; Interviews; Outdoor Education; Self Concept; *Sex Bias; Sex Role; Sex Stereotypes
IDENTIFIERS- *Outdoor Leadership

In this essay, women outdoor leaders discuss how gender influences their work, and explore and challenge some assumptions underlying outdoor leadership that continue to privilege the impartial, disembodied practices typified by the masculine outdoor leader. Four feminist, and three other feminist outdoor leaders participated in personal interviews focusing on how their feminist beliefs affected their professional practice. The results indicate that a commitment to feminism affects their work as leaders because they do not separate themselves from their practice as instructors. Overall, these women understand their commitment to feminism as a process of learning how they developed a sense of self as women, and of responding to the conflicting ways in which gender continues to organize and inform their identity and leadership through intersecting power relations. At times the women in the study appear to feel strong and clear, perhaps seeing themselves as positive, nontraditional role models; at other times, they appear to be hurt by judgments made by students or colleagues. The lived realities of being a woman in the outdoors are expressed in terms of desire for "self":

"Selecting and Producing Valid Material for Reading and Social Studies" (Hap Gilliland); "Developing Reading Skills" (Hap Gilliland); "Teaching Creative Writing to Native Students" (Mick Fedullo); "A Whole Language Approach to the Communication Skills" (Sandra J. Fox, Viola LaFontaine); "Teaching English to the Native American Student" (Rachel Schaffer); "Eliminating Language Barriers: Figurative English for Native Students" (Mick Fedullo); "Teaching the Native Language" (Jon Reyhner); "Science for Native Americans" (Hap Gilliland); "Mathematics for the Native Student" (David M. Davison); "Culture and Communication through Art" (Constance Einfalt); "Incorporating Native American Activities into the Physical Education Program" (Robert W. Grueninger); and "Learning from the History of Indian Education" (Jon Reyhner). Contains references in each chapter, an index, and author profiles. (SV)

ED 412 062   RC 021 197

Bachelor, David L.
Educational Reform in New Mexico: Tireman, San Jose, and Nambe.
PUB DATE- 91
NOTE- 177p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- Administrators; Bilingual Education; Biographies; Childrens Literature; Conservation Education; *Educational Change; Educational History; Elementary Education; *Experimental Schools; Higher Education; Limited English Speaking; *Mexican American Education; *Progressive Education; Reading Instruction; *Rural Education; School Community Relationship; Spanish Speaking; Student Centered Curriculum; Teacher Education
IDENTIFIERS- *New Mexico; Reform Efforts

In the 1930s Loyd Tireman organized two successful New Mexico experiments in progressive and bicultural education that anticipated contemporary trends. Resisting the nativist and assimilationist sentiments of the time, Tireman saw the necessity of tailoring education to the child rather than fitting the child into a standardized curriculum. His demonstration school at San Jose near Albuquerque, founded in 1930, implemented individualized instruction, peer tutoring, and the use of community resources. A preschool class helped Spanish-speaking students learn English. Instruction at the school was based on activity programs that balanced passive reading with active exploration. Recreational reading and readings from newspapers stimulated students' interest in reading. The school's innovative programs reversed low reading comprehension scores and became an important resource for rural teachers. In another innovative project funded by Cyrus McCormick, the community school at Nambe became a center of village life, helping residents with local problems and drawing parents into efforts to make the schoolroom relevant to children's lives. Started in 1937, when the Great Depression's effects were at their height in rural New Mexico, the Nambe school focused on public health education, community hygiene, agricultural problems, conservation education, and cooperation with other community groups. The appendix describes a series of seven children's books by Loyd Tireman called the Mesaland Series. Conceived of as a child's library of the wildlife of the Southwest mesa, each book focused on a particular animal and habitat; portrayed the hardships, fears, and adversities of wildlife; and conveyed relevant lessons that contributed to the growth and understanding of the developing child. Contains end mathematical situation can be modeled with the aid of tools and representational devices. The design of appropriate activity does need to address the whole social situation in which the child's intuitions arise. Here we find a method in which the intuition for "fairness" is carried into a classroom game in which integers are modeled particularly effectively. Contains 41 references. (PVD)

ED 412 085 SE 060 597

Falk, Joni; Drayton, Brian
Dynamics of the Relationships between Science Teachers and Scientists in an Innovative Mentorship Collaboration.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Cooperation; High Schools; Higher Education; Interprofessional Relationship; *Mentors; *Partnerships in Education; Professional Development; School Business Relationship; Science Education; *Science Teachers; *Scientists

This paper addresses the emerging relationship between teams of high school science teachers and ecologists who were paired in a year-long collaborative endeavor. The specific focus is on the benefits reported by the teachers and the ecologists participating in the Teacher Enhancement through Pedagogy and Ecology Project (TEPE). The teachers and ecologists agreed on the kinds of benefits exchanged but rank them differently in degree of importance. Although science content learning is an important value derived from this collaboration, more lasting impact on teachers' self-perceptions and practice seemed to derive from the experience of science practice and from the connection to the scientists' culture. The scientists benefit from teachers' engagement with their work in many ways including increased enthusiasm, research data, and a connection with the school environment. (AIM)

ED 412 086 SE 060 598

Cai, Jinfa
An Investigation of U.S. and Chinese Students' Mathematical Problem Posing and Problem Solving.
PUB DATE- 97
NOTE- 29p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Comparative Education; *Computation; Elementary School Mathematics; Foreign Countries; Foreign Students; Grade 6; Intermediate Grades; Mathematical Applications; *Mathematics Achievement; Mathematics Instruction; Middle Schools; *Problem Solving; Thinking Skills
IDENTIFIERS- China (Zhejing Province); *Cross National Studies; *Problem Posing

Cross-national studies in mathematics have consistently reported that U.S. students do not perform as well as Asian students on

Asian Studies; Black Achievement; *Cross Cultural Studies; Cultural Awareness; Cultural Pluralism; Elementary Secondary Education; *Ethnic Groups; Females; Hispanic Americans; Minority Groups; *Multicultural Education; *Non Western Civilization; *Science Education; Science History; Value Judgment

IDENTIFIERS- Alternative Assessment

Multicultural science education provides equal educational opportunities for all students to learn and enjoy science. These opportunities are predicated upon a respect for the customs, mores, and beliefs applicable to students' cultures. The articles in this book, authored by individuals of culturally diverse backgrounds, present several cogent points that collectively provide the reader with a basic understanding of multicultural science education, its scope, implications for teacher education, individual and national well being, and suggestions for using such an approach as an instructional process. Articles include: (1) "Multicultural Science Education"(Mary Atwater); (2) "Equal Opportunity Science" (Cheryl L. Mason and Roberta H. Barba); (3) "Who Really Discovered Aspirin" (Roberta H. Barba, Valerie Ooka Pang, and Myluong T. Tran); (4) "Are You Turning Female and Minority Students Away from Science?" (Sally Blake); (5) "Sons, Daughters, Where Are Your Books" (Napoleon Bryant); (6) "Black Women in Science: Implications for Improved Participation" (Julia V. Clark); (7) "Recruiting and Retaining Talented African-American Males in College Science and Engineering" (Freeman A. Hrabowski, III, and Willie Pearson, Jr.); (8) "Asian American Students: The Myth of a Model Minority" (Frank H. Shih); (9) "Underrepresentation of Hispanic Americans in Science" (Steven J. Rakow and Andrea Bermudez); (10) "The Need for Strengthening Native American Science and Mathematics Education" (Gary G. Allen and Owen Seumptewa); (11) "Culturally Relevant Alternative Assessment" (Deborah J. Tippins and Nancy Fichtman Dana); (12) "Science Across Cultures, Part I" (Helaine Selin); (13) "Science Across Cultures, Part II" (Helaine Selin); and (14) "Not All of Those Giants Were European" (Bruce Reichert). (PVD)

ED 412 107   SE 060 651

Millie's Math House CD-ROM .
PUB DATE- 95
NOTE- 0p.; CD-Rom comes with printed "User's Guide."
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- h J. Tippins and Nancy Fichtman Dana); (12) "Science Across Cultures, Part I" (Helaine Selin); (1
DESCRIPTORS- *Arithmetic; Computer Software; Computer Uses In Education; Early Childhood Education; Educational Technology; *Geometric Concepts; Mathematics Education; Mathematics Instruction; *Number Concepts; Problem Solving

Young children are interested in and capable of building a mathematics foundation at a very early age. Computer software allows children easy access to math. This software consists of seven activities for ages two to five years. These seven activities emphasize numbers, counting, addition, subtraction, patterns, problem solving, size, and geometric shapes. Since six of the seven activities have an Explore and Discover and a Question and Answer Mode, children are able to employ both divergent and convergent thinking. These experiences help build basic mathematical concepts and thinking skills that children need to make sense of the world around them. The User's Guide contains detailed information on all seven activities and

PUB DATE- 97
NOTE- 59p.; Illustrated by Gail Kohler Opsahl.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; Biology; Educational Strategies; Elementary Education; *Endangered Species; Environmental Education; Habitats; Interdisciplinary Approach; *Science Activities; *Science and Society; Science Curriculum; Student Motivation; Teaching Guides
IDENTIFIERS- *Wolves

This curriculum guide is all about wolves and provides information through the telling of a story about wolves and their history and folklore. The 14 activities contained in this guide employ an interdisciplinary approach and use mazes, puzzles, model-building, and board games to motivate students. Activity topics include building a wolf, mask-making, origami wolf pack design, wolf habitat and behavior, communication among wolves, observing wolves, and comparative anatomy of the wolf. A bibliography is also provided. Contains 18 references. (DDR)

ED 412 127 SE 060 693

Moorehead, Carol Ann
Wild Horses: Stories and Activities. The Wonder Series.
PUB DATE- 94
NOTE- 71p.; Illustrated by Kay Herndon and Gail Kohler Opsahl.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; Biology; Educational Strategies; Elementary Education; *Endangered Species; Environmental Education; Habitats; *Horses; Interdisciplinary Approach; *Science Activities; *Science and Society; Science Curriculum; Student Motivation; Teaching Guides

This curriculum guide is all about wild horses and provides information through the telling of stories about these animals and their history and folklore. The activities contained in this guide employ an interdisciplinary approach and use mazes, puzzles, model-building, and board games to interest and inform students. Topics covered include the Adopt-a-Horse program, wild horses of the world and North America, ancient history of horses, the role of natural selection in the history of horses, communication among horses, making a pop-up wild horse herd, and the wild horse controversy. A bibliography, a glossary, and an answer key to the activities are provided. Contains 13 references. (DDR)

ED 412 128 SE 060 694

Cooper, Ann C.
Bats: Swift Shadows in the Twilight. The Wonder Series.
PUB DATE- 94

Student Ethical Development in Our Class Rooms: Using Connected Conversation and the Moral Imagination.
PUB DATE- 96
NOTE- 75p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Codes of Ethics; Elementary Secondary Education; *Ethical Instruction; *Ethics; Integrity; *Moral Development; *Moral Values; *Personality Development; *Value Judgment

This paper offers suggestions for structural changes needed in the classroom to develop the moral side of students' lives. Curriculum designs often do not translate into moral behavior. A more systemic and philosophically pedagogical interest in moral development must begin to pervade classrooms in order to make them places where student ethical development is enhanced. All education is moral education and morals cannot be designated to one period during the school's day. The paper reviews the research on ethical and moral development and offers models for classroom use. Divided into three parts, the paper examines: (1) "Integrating the Theory"; (2) "The Other, Self-Identity, Connected Conversation and Authentic Public Spaces"; and (3) "Creating Rescuers." Contains 30 references. (EH)

ED 412 148 SO 027 647

Velasquez, Geraldine
Drawing on the Computer: Turning a Left Brain Activity Back into a Right Brain Activity.
PUB DATE- 96
NOTE- 9p.; Paper presented at the Annual Conference the Education of Artists in Liberal Arts Colleges, (New York, New York, October 17-19, 1996).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Art Education; *Brain Hemisphere Functions; Computer Assisted Design; *Computer Graphics; Computer Simulation; Computers; Creative Art; *Freehand Drawing; *Graphic Arts; Visual Arts

This paper examines the process of drawing, including theories of perception and visualization. The intent is to apply knowledge of teaching drawing as a right brain activity to students using the computer and overcome the limitations that drawing on the computer imposes on students. The paper identifies the following domains of drawing: (1) visualization; (2) focus; (3) selection; (4) construction--visual and conceptual; (5) process--skill; and (6) reflection and evaluation. The study provides observations of students drawing on the computer to those who draw in the traditional manner, applying those six domains to the analysis. The paper offers examples of how students can experiment with computer drawing to enhance their focus and perception. (EH)

ED 412 149 SO 027 652

Murphy, Patricia A.
A Career and Life Planning Guide for Women Survivors: Making the Connections Workbook.
PUB DATE- 96

Performance"; and (5) "Conclusions." Eight additional resources available in ERIC are cited. (EH)

ED 412 170 SO 028 522

Drake, Frederick D.
Using Alternative Assessments To Improve the Teaching and Learning of History. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Elementary Secondary Education; Evaluation; *Evaluation Methods; *History Instruction; Measurement; Measurement Techniques; Measures (Individuals); Social Studies; Tests
IDENTIFIERS- Alternative Assessment; ERIC Digests

This ERIC Digest suggests that traditional assessment techniques must be complemented by new methods that can reinvigorate and improve the teaching and study of history in the schools. Teachers and researchers agree that recall of discrete information and traditional forms of assessment emphasize low-level cognition without challenging students to learn more. Sections of the Digest include: (1) Introduction; (2) "Alternative Assessments and Historical Literacy"; (3) "A Generic Rubric for Alternative Assessment Activities"; and (4) "How Alternative Assessment Improves the Teaching and Learning of History." Contains nine additional resources. (EH)

ED 412 171 SO 028 523

Nelson, Lynn R.
Recent Trends in Economic Education. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Citizenship Education; Civics; Democracy; *Economics; *Economics Education; Foreign Countries; *Global Education; Macroeconomics; Microeconomics; Secondary Education; Social Studies
IDENTIFIERS- Asia; ERIC Digests; Europe (East); Russia; South America

The recent trends in economic education reflect the perennial issues regarding economics education. Trends identified include: (1) economics and citizenship education; (2) economic education in Russia and Eastern Europe; (3) the global economy; (4) content standards; and (5) use of computer technology in economic education. The Digest concludes that serious dialogue regarding the relationship among economic systems, democratic governments, and civic education bodes well for the future of traffic control to the island. The program integrates academic subjects with counseling and guidance, providing a family environment. The whole-person approach is one of the program's unique aspects. (SM)

ED 412 191 SP 037 562

Morrow, Linda E.; Martin, Kaye M.
Reform in Middle-Level Education: Roles, Relationships, and Reality.
PUB DATE- 96
NOTE- 14p.; Paper presented at the Annual Meeting of the Mid-Western Educational Research Association (Chicago, IL, October 2-5, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Collegiality; *Educational Change; *Faculty Development; Focus Groups; *Inservice Teacher Education; Intermediate Grades; Journal Writing; Junior High Schools; *Middle Schools; Rural Schools; *Teacher Attitudes; Teacher Improvement; Teacher Responsibility; Teacher Role
IDENTIFIERS- *Middle School Teachers; Ohio

The faculty of one rural middle school in Ohio received professional development funds to implement a 5-year school improvement plan (Ohio's Venture Capital initiative). A study of the project investigated: (1) how the experience affected teachers' perceptions of their roles as reflective practitioners and as resources to their colleagues; (2) how the experience affected their conceptions of their responsibilities for teacher and student learning; and (3) what conditions increased their commitment to and enthusiasm toward professional development. Researchers examined proficiency test scores, competency-based assessments in reading and writing, faculty opinion surveys, Dimensions of Excellence surveys, student interviews, teacher focus group interviews, a posted checklist of teacher activities, teacher journals, and team Venture Capital notebooks. Results indicate that the school improvement initiative has changed the nature of the school's professional development. Project funding has allowed regular attendance at professional conferences. Teachers have begun to take charge of their own growth and reflect on their knowledge. A core group has identified school needs to be addressed. There has been an increase in building norms of collegiality and cooperation. Teachers have begun to assume more responsibility for their students' learning. (SM)

ED 412 192 SP 037 563

Belcher, Chris; Vinson, Gene
The Teachers' Academy: A Collaborative Approach to Preparing Teachers for Leadership Roles in the Public Schools.
PUB DATE- 97
NOTE- 24p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *College School Cooperation; Collegiality; *Educational Change; Elementary Secondary Education; *Faculty Development; Higher Education; Inservice Teacher Education; *Leadership Training; Partnerships in Education; *Public School

mentor and principal, a mentor contact log, a novice teacher contact log, a mentor teacher self-evaluation form, and a novice teacher evaluation of mentor form. The third section offers tools for evaluation: selection criteria for mentor training programs, and a questionnaire for evaluation of the initial licensure program. The fourth section provides mentoring resources in the forms of journal articles, ERIC documents, books/reports, and resources to order. (SM)

ED 412 212 SP 037 594

Yap, Kim O.
Creating Connections: The Internet and Teacher Isolation.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Uses in Education; Elementary School Teachers; Elementary Secondary Education; *Internet; *Mathematics Instruction; Mathematics Teachers; Program Evaluation; *Rural Schools; *Science Instruction; Science Teachers; Secondary School Teachers; Teacher Attitudes; Teaching Methods
IDENTIFIERS- Annenberg CPB Project; Colorado; Minnesota; Montana; *Rural Telecomputing Initiative; *Teacher Isolation; Tennessee

Four 3-year projects within the Rural Telecomputing Initiative enabled rural teachers in Montana, Colorado, Minnesota, and Tennessee to connect with math and science reform communities and use resources available through the Internet. This study of the projects' first 2 years examined: (1) whether the projects made a difference in teachers' isolation and attempts to improve math and science education; and (2) whether resources the projects developed were valuable to rural teachers in reforming math and science education. The study included two written surveys, 9 months apart, of teachers and principals. Evaluation teams visited two participating schools within each local project annually, observing science and mathematics classes; interviewing principals, teachers, and students; and moderating focus groups. Results found that teachers became substantially more comfortable with the Internet. Telecomputing reduced teachers' sense of isolation and increased their collaboration with colleagues and experts. Resources acquired via the Internet at least had a moderate impact on their teaching; most teachers changed teaching techniques as a result of acquiring Internet resources. Teachers became more comfortable with being learning facilitators rather than information dispensers. (SM)

ED 412 213 SP 037 596

Kussrow, Paul G.
From Pedagogy through Andragogy to Holosagogy.
PUB DATE- 97
NOTE- 18p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Adult Learning; *Andragogy; Cognitive Processes; *Cognitive Style; Context Effect;

while the district percentage passing all state exit assessments was positively linked to district average score in math and total score models. Similar and other school and district factors described smaller amounts of school and district variance in the average score differentiating effects of student grade point average, rank, advanced coursework, and college English placement/credit plans, further clarifying some construct patterns previously noted. Most importantly, it is noted that variables in these models were predominantly educational rather than demographic in concept, and thus among the more readily alterable variables of the educational context, using the (1989) terminology of J. Oakes. A number of findings were consistent with the previous modeling of Texas scores and have implications for policies regarding the use and reporting of SAT summary score results. (Contains 6 tables and 42 references.) (Author/SLD)

ED 412 231   TM 027 457

Turner, Paul D.
Secondary Analysis of Qualitative Data.
PUB DATE- 97
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classification; *Meta Analysis; *Qualitative Research; *Research Methodology; *Synthesis
IDENTIFIERS- *Secondary Analysis

The reanalysis of data to answer the original research question with better statistical techniques or to answer new questions with old data is not uncommon in quantitative studies. Meta analysis and research syntheses have increased with the increase in research using similar statistical analyses, refinements of analytical techniques, and the advent of computerized literature searches. No analogous definition of secondary data analysis from a qualitative point of view has been proposed, but the primary component would include analysis by a researcher removed from the process to continue the original analysis to address different questions or to use different methods to address the original research question. Discussion is just beginning about the possibilities of secondary analysis of qualitative data. A typology of secondary analysis of qualitative data is proposed that includes secondary analysis, meta-analysis, and collaboration for qualitative inquiry. A classification of models for research synthesis for qualitative study can be conceived of as a series of cells that embody the time of the analysis, reanalysis, and the data set or sets. Because qualitative analysis is very time intensive, considerable savings might be realized with reanalysis of existing data sets. Issues involved in the accessibility of research, its validation, and the education of researchers are discussed, as are concerns about the limitations of reanalysis of qualitative studies. (Contains 2 tables, 4 figures, 4 charts, and 62 references.) (SLD)

ED 412 232   TM 027 459

Chu, Judy Y.
Interpersonal Dependency and Its Relation to Creative Thinking: An Exploratory Study.

Research; Higher Education; Intellectual Disciplines; Satisfaction; Student Attitudes; *Student Characteristics; Surveys
IDENTIFIERS- *Eastern New Mexico University

The "DATAWave" is a publication of the Assessment Resource Office of Eastern New Mexico University (ENMU) (Portales) that reports on research conducted by that unit and research related to the university community. This volume contains seven issues. The first issue reports on a Diversity Survey administered to ENMU personnel and students. When results of a similar survey in 1992 were compared with the current year's results, it appears that ENMU has made great strides in improving the campus climate with respect to diversity issues. The second issue presents results from the Cooperative Institute Research Program of the Higher Education Research Institute at the University of California, Los Angeles, for college freshmen in national and ENMU samples about student characteristics. In the third issue, the ENMU Academic Outcomes Assessment Plan (AOAP) for the university's general education curriculum is presented. Issue 4 outlines the Assessment Criteria/Procedures and the results. The issue also identifies strengths and concerns of the program based on the results. Issue 5 continues the discussion of the AOAP for the Colleges of Liberal Arts and Sciences by discipline. Issue 6 presents a sampling of the initial assessment results for departments in the College of Education and Technology, the College of Fine Arts, and the College of Business for the AOAP from 1995-96. Issue 7 presents results from a survey of student satisfaction at ENMU. In all cases, measures of student satisfaction increased from the initial survey in 1994. (Contains 7 tables and 30 graphs.) (SLD)

ED 412 251 TM 027 521

Richards, Lisa, Ed.
GED Items. The Newsletter of the GED Testing Service. Volume 12, 1995.
PUB DATE- 96
NOTE- 66p.; For volume 13, see TM 027 522.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Literacy; Adults; *Educational Technology; *Equivalency Tests; Foreign Countries; Graduates; *High School Equivalency Programs; Job Skills; *Literacy Education; Teaching Methods; Vocational Education
IDENTIFIERS- Canada; *General Educational Development Tests

"GED Items" is published bimonthly by the GED Testing Service of the American Council on Education. This volume contains six issues, each containing several articles related to adult education, equivalency testing, and the General Educational Development (GED) program. The first issue features an article by Frederick Stadler on the successful performance of GED graduates at a technical college and an article by Carole Totten on the lack of a formal infrastructure for adult basic and GED education. Approximately 84% of all paid adult education teachers are "part-time," virtually "throwaway" employees. The second issue features a discussion of technology in the adult education environment and the profile of a successful GED graduate. In issue three, the story of Admiral Mike Boorda, a GED graduate who went on to become the first enlisted person to be named Chief of Naval Operations, is the lead article. In 1995, as described in issue 4/5, Indiana became the 44th jurisdiction to issue diplomas to adults who students benefited from the mentoring, and mentors benefited from the experience of mentoring. The goals of Project SOAR were to increase the number of students who achieved success in their academic and personal lives and to provide valuable training and preprofessional experience to the education students who served as mentors. The program included eighth and ninth grade components and a teen parent component. Evaluation findings indicated that attendance increased and suspension rates decreased for participants. Overall, student grade point averages did not increase, although some improvement was evident for eighth graders. Self-confidence and self-esteem were increased for participants, and skill-building and positive social interactions were provided by the project. Parent and student communication was fostered by project events, while career exploration was enhanced and numbers of students considering higher education increased. Eighteen appendixes present information about the elements of parent involvement in schools and forms and questionnaires used in the evaluation. (Contains 4 figures, 14 tables, and 16 references.) (SLD)

ED 412 270 TM 027 620

Kraft, Nancy P.; Wheeler, Jim
Developing Curriculum Using Action Research and Collaborative Inquiry: A Case Study.
PUB DATE- 96
NOTE- 32p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Beliefs; Case Studies; *Cooperation; *Curriculum Development; Educational Research; Elementary Secondary Education; Inclusive Schools; Principals; Research Methodology; Researchers; *Special Education; Teacher Researchers; *Teacher Role
IDENTIFIERS- *Teacher Researcher Cooperation; Teacher Researcher Relationship

This case study tells the story of 19 educators and their facilitator who examined the processes and dilemmas of creating a special education curriculum through action research. During the 1994-95 school year, a group of teachers and a principal participated in a year-long project to develop a curriculum around issues of inclusion and transition with the intention of using the Secretary's Commission on Achieving Necessary Skills as a curricular framework. Action research was the method by which teachers studied their own classrooms and determined the kinds of knowledge, skills, and attitudes that should be part of the special education curriculum. As the study focused on multiple goals, multiple research methods were used, with the primary method being continuous personal journal keeping. Areas that are discussed include: (1) curriculum development through action research; (2) ways in which the action research experience changed teachers' beliefs about their roles as teachers; (3) ways in which the action research changed teachers' beliefs about students; and (4) reflections on outcomes of the course. The action research project made it evident that when teachers have ownership in conceptualizing and determining curriculum content and processes they will accomplish the intended goals and processes. (Contains 3 tables and 23 references.) (SLD)

School Districts; School Size; School Statistics; State Boards of Education; *Student Characteristics; Tables (Data); Teacher Characteristics; Teacher Student Ratio; Urban Schools
IDENTIFIERS- *Common Core of Data Program; Public Elementary and Secondary School Universe

This report describes the organization, students, staff, and financial resources of public elementary and secondary education in the United States during the 1993-94 school year. The purpose is to provide an overview of these institutions in a convenient format for general use. The information is drawn from the Common Core of Data (CCD) survey system, which collects data supplied by the education agencies of the 50 states, the District of Columbia, and 5 outlying areas. The CCD School Universe includes more than 85,000 public schools. Data indicate that schools and school districts are growing fewer and larger. There were 943 fewer regular school districts in 1993 than there had been in 1984, but the average size of the remaining districts had increased by about one-fifth. The same trend was evident for schools. In 1993-94 the median-sized school enrolled 461 students. About one in nine schools was in a large city, and about one in three students was a member of a minority racial group. Additional statistics reveal that across all local education agencies in 1993-94, about two-thirds of the personnel were instructional staff and another one-fourth provided services directly to students. Data are grouped in the following categories: (1) an introduction that describes the data; (2) public schools and agencies in the United States; (3) public school students and outcomes; (4) public school staff; and (5) school district revenues and expenditures. Appendixes contain supplementary tables and a glossary. (Contains 32 tables, 6 supplementary tables, and 12 figures.) (SLD)

ED 412 287 TM 027 785

Hoffman, Charlene M.
Federal Support for Education. Fiscal Years 1980 to 1997.
PUB DATE- 97
NOTE- 55p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Budgets; *Educational Finance; Educational Trends; Elementary Secondary Education; *Federal Aid; *Financial Support; *Government Role; Higher Education; Public Agencies; *Public Schools; Trend Analysis

This report attempts to provide a comprehensive picture of total federal financial support for education since fiscal year 1980. Programs from agencies other than the Department of Education are included if they have significant educational components. To the extent possible, outlays were used in this report rather than obligations, with the exception of funds for academic research at institutions of higher education. Federal education funding is divided into on-budget funding, off-budget funding, and nonfederal funds generated by federal programs, and current and constant dollar comparisons were used to the extent possible. In fiscal year 1997, federal support for education, excluding estimated federal tax expenditures, was an estimated $100.5 billion, an increase of $37.7 billion since 1990. On-budget federal funds for education programs were estimated at $73.1 billion, an increase of 42% since fiscal year 1990 in current dollars, or of 16% after being adjusted for inflation. In fiscal year 1997, education outlays totaled $31.1 billion, reflecting an increase of 22% after being adjusted for inflation. Almost 58% of federal education support, excluding

LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; *Computer Networks; Costs; Electronic Publishing; Foreign Countries; Information Networks; *Information Services; Internet; *Online Systems; Publishing Industry; *Telecommunications; User Needs (Information); World Wide Web
IDENTIFIERS- *Europe; Intranets; Japan; United States

There is a general feeling that European telecommunications are delaying the introduction of new information services. This paper responds to some of the questions concerning online information. The views result from research work at DECADE (Belgium) on the requirements of smaller organizations on the one hand and on telecommunications costs on the other. In the new information age, competition is forcing all companies and increasingly also SMEs (small and medium enterprises) to get and handle a lot of information. Speed and costs are two key competitive factors as SMEs operate with rather short term constraints and have very low purchasing budgets. Traditional online services appear far too expensive to use and very difficult to learn. The World Wide Web matches the knowedge acquisition paradigm of end-users and SMEs much better than traditional online services. From this perspective, in most European countries the current offer of online information services and related telecommunications methods is seriously lagging behind compared to the United States. This paper compares the network costs and the Internet-based services in Europe and in the United States; data is also provided about Japan. Graphics are shown with price comparison for leased lines and for Internet access. The paper then investigates shortcomings and looks at the likely evolution towards TCP/IP data networks and bandwidth costs per user. In the conclusion, key economic issues are addressed regarding information publishers, Internet/intranet service providers and of what European users might do. (Contains 10 references.) (Author/AEF)

ED 411 849 IR 056 676

White, Martin
The Market Prospects for Consumer Online Services in Europe.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Communications; Computer Mediated Communication; Costs; Foreign Countries; *Information Networks; *Information Services; International Trade; *Internet; Marketing; *Online Systems; Telecommunications; User Needs (Information)
IDENTIFIERS- *Europe; United States

The rapid growth over the last few years of online services designed to appeal to a mass market audience in the United States encouraged many of the companies operating these services to consider launching them in Europe. This paper concentrates primarily on the European market of online services. The services fall into three categories: United

Pollitt, A. Steven; Smith, Martin P.; Treglown, Mark; Braekevelt, Patrick
View-Based Searching Systems--Progress Towards Effective Disintermediation.
PUB DATE- 96
NOTE- 15p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Biomedicine; Databases; Foreign Countries; Hypermedia; Information Dissemination; *Information Retrieval; *Information Seeking; Online Searching; *Online Systems; Reference Services; Relevance (Information Retrieval); Search Intermediaries; *Search Strategies; User Needs (Information); User Satisfaction (Information); *Users (Information)
IDENTIFIERS- *Disintermediation; Europe; European Parliament; United Kingdom

This paper presents the background and then reports progress made in the development of two view-based searching systems--HIBROWSE for EMBASE, searching Europe's most important biomedical bibliographic database, and HIBROWSE for EPOQUE, improving access to the European Parliament's Online Query System. The HIBROWSE approach to searching promises to provide significantly more effective information retrieval for end-users than is possible through simple keyword, command line, forms-based or hypertext linking interaction. View-based searching makes extensive use of knowledge structures in the form of thesauri and classification schemes to provide linked browsable subject views onto databases. The result is a rich interface where queries can be satisfied by selective progressive refinement and expansion of mutually dependent views. The effect for the user is to significantly increase searching power without a commensurate increase in user effort, thereby reducing the reliance on intermediaries for sophisticated searching. (Contains 17 references.) (Author)

ED 411 867 IR 056 694

Craney, Linda
Web Page Authoring Tools: Comparison and Trends.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Authoring Aids (Programming); Computer Software; Computer Software Evaluation; *Computer Software Reviews; Corporations; Foreign Countries; Information Dissemination; *Online Systems; Programming Languages; User Friendly Interface; *World Wide Web
IDENTIFIERS- Home Pages; *HTML; United Kingdom

Initially available from universities and individual enthusiasts, software tools to author World Wide Web pages are maturing into very feature-rich applications and are now offered by large corporations. These applications are enabling more companies to

DESCRIPTORS- *Adult Basic Education; *Adult Literacy; Educational Objectives; Educational Policy; Foreign Countries; *Lifelong Learning; National Programs; Program Improvement; *Role of Education
IDENTIFIERS- Taiwan (Taipei)

Although Chinese Taipei has adopted lifelong learning as an educational goal, adult literacy education programs have not been based on their tenets. Lifelong learning is a deliberate process that emphasizes the autonomy of learners and a breadth of learning throughout the life span. The two adult literacy programs in Chinese Taipei, Supplementary Education Program (SEP) and Adult Basic Education Program (ABEP), focus on listening, speaking, reading, writing, and numeracy abilities and are offered by elementary teachers in elementary schools. Rather than incorporate elements of lifelong learning, however, these programs are static, conservative, narrowly applied, and isolated. They tend to focus on basic speaking, reading, and writing skills and only superficially address practical issues related to functional literacy. In addition, the notion of literacy for empowerment is completely absent, with practitioners still counting the number of words that students should learn as the criteria for literacy education. To realize the potential for adult literacy training and provide a supportive platform for lifelong learning opportunities, Chinese Taipei should expand the role of ABEP, improve the flexibility of SEP, encourage other institutions to provide literacy training, and improve teacher training programs. Contains 32 references. (BCY)

ED 411 884 JC 970 468

Chapman, Judith; Aspin, David
Schools as Centres of Lifelong Learning for All.
PUB DATE- 97
NOTE- 14p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Articulation (Education); Economic Development; Educational Change; Educational Objectives; Elementary Secondary Education; *Family Role; Foreign Countries; *Lifelong Learning; Partnerships in Education; *Role of Education; School Business Relationship; *School Community Relationship
IDENTIFIERS- *Asia Pacific Region

Many countries in the Asia Pacific region have begun to adopt a lifelong approach to learning to ensure access to education and training and future economic development. Although lifelong learning will require substantial amounts of public funds, it is important that such initiatives not be limited to developing skills and competencies for economic development, but that education be regarded as intrinsically valuable in itself. Lifelong learning efforts should maintain a relationship between three major elements: education for a more highly skilled workforce; personal development leading to a more rewarding life; and the creation of a stronger, more inclusive society. To achieve these goals, Asia Pacific countries will need to reevaluate the function of compulsory schooling to ensure that students are provided with general knowledge for cognitive development and the acquisition of learning skills. These countries will also need to reexamine the role of families in supporting learning; the relationship between schools and the business community; and the relationship recognized the need for basic common measures in assessing facility needs for all higher education institutions. Technological issues and their repercussions on education were discussed, as was the Resource Allocation & Management Program document, which provides information regarding the needs and resources of community colleges. The System Funding Task Force provided recommendations for a better means of facility comparison, including: updating capital project criteria, cooperation with the Finance Advisory Committee, modifications to its data collection system, workshops regarding capital issues, and an effective analysis of needs. Appendices include a list of Capital Task Force members, proposed amendments to Illinois Community College Board rules regarding capital project priority criteria, and a history of capital appropriations from 1980 to 1998. (YKH)

ED 411 903 JC 970 513

Guidelines for Mathematics Departments at Two-Year Colleges.
PUB DATE- 93
NOTE- 11p.; AMATYC, State Technical Institute at Memphis, 5983 Macon Grove, Memphis, TN 38134 (free while supplies last).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Academic Standards; *College Mathematics; Community Colleges; Curriculum Development; Educational Improvement; Mathematical Enrichment; *Mathematics Education; Mathematics Teachers; School Organization; *Two Year Colleges

Intended to identify current and near future needs within the two-year mathematics community and inform the greater mathematics community of their special needs and problems, this publication presents the American Mathematical Association of Two-Year Colleges' (AMATYC's) guidelines for mathematics departments at two year colleges. Following introductory sections, the paper is divided in two parts. Part 1 focuses on the current status of the two-year college mathematics community. The section outlines pressing issues, such as increasing student diversity, the impact of technology, the growth of part-time faculty, and articulation facilitation; present needs such as student access to tutorial centers, faculty computer literacy, and well-equipped math labs; and actions required, such as increased faculty development, curriculum development, and support from professional organizations. Part 2 proposes model guidelines for two-year college mathematics departments, addressing five central issues: faculty preparation, responsibility, and workload; departmental organization and administration; curriculum; support services; and student guidance and enrichment. Recommendations include orientation and training programs for new faculty, access to computer resources for both students and faculty, use of open-ended problems and critical thinking, and extracurricular activities that complement student mathematical interests.

ED 411 904 JC 970 514

Nelson, Gerald E.
Expectations of Internet Education: Casper College's Experience.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English

Delta College, a community college in Michigan, utilized a vacant high school in Midland County as an off-campus, community based facility. With limited resources, the college transformed the school into an instructional site to serve students in their communities, enhance college visibility, and serve increasing enrollment. The establishment of the Delta College Midland Center required: (1) collaborating with community leaders and conducting needs assessments; (2) developing a handbook for faculty teaching at the center; (3) staffing beyond job descriptions; (4) contract services; (5) furnishings; (6) student services; (7) technology; (8) learning services; (9) collegiality; and (10) revenue enhancement. The purposes and functions of the Delta College Center are to provide community residents with access to educational services, a unique learning environment tailored to the community's needs, programs and services that develop potential and creativity as well as career training, a high quality teaching/learning environment, and formal and informal experiences promoting the social and cultural diversity of the community. The experience in the "Midland Model" will serve as a guide in the operation of additional college facilities, which are presently underway. (YKH)

ED 411 922 JC 970 534

Occupational Program Graduates 1997 Follow-Up Study.
PUB DATE- 97
NOTE- 72p.; For the 1996 follow-up, see ED 402 988.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *College Graduates; Community Colleges; Education Work Relationship; *Employment Patterns; Graduate Surveys; *Outcomes of Education; *Participant Satisfaction; *Salaries; Two Year Colleges; Vocational Followup
IDENTIFIERS- Illinois Community College System

This report provides information from graduates of selected occupational programs regarding the effectiveness of their Illinois community college experience, addressing such issues as employment status, and satisfaction of employment and components of the educational program completed. A total of 3,578 former students who graduated from 40 selected Illinois community college programs in fiscal year 1996 were surveyed in March 1997, approximately 6 to 9 months after program completion. Study findings, based on responses from 2,070 graduates in 36 program areas, included the following: (1) 92.7% were employed or pursuing additional education or both; (2) 89% of the occupational completers were employed, with 81.2% working in positions related to their training; (3) 82.2% of the employed graduates had full-time status; (4) 18.8% of graduates were working in positions unrelated to their area of training; (5) the average hourly salary for full- and part-time employed graduates was $11.47; (6) on average, graduates ranked their degree of satisfaction with the program at 4.13 on a 5-point scale; and (7) 25% of the respondents were pursuing additional education. An analysis of outcomes for 37 programs is included. Data tables showing response rates and outcomes by college and by selected occupational programs are appended. Contains 12 references. (ECF)

ED 411 923 JC 970 536

Marashio, Paul, Ed.; And Others

follow their lead and play with them. The guide discusses limits and restrictions for special play, along with suggestions for special play activities at dressing/undressing time, mealtime, while riding in the car, and at bath time. Self-evaluative questions are included for parents, as well as a form for recording individual adult-child interactions. (MDM)

ED 411 941 PS 025 603

Schludermann, Shirin; Schludermann, Eduard; Huynh, Cam-Loi
Catholic-Schools Adolescents' Religiosity, Prosocial Values, School Attitudes, and Family Satisfaction.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Annual Convention of the Canadian Psychological Association (Toronto, Ontario, Canada, June 12-14, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Catholic Schools; Foreign Countries; High School Students; High Schools; *Life Satisfaction; *Moral Values; *Religious Factors; *School Attitudes; Self Esteem; Sex Differences
IDENTIFIERS- Manitoba (Winnipeg)

This study examined the direct and indirect influences of adolescents' religiosity on selected social-emotional aspects of their development. A total of 369 boys and 372 girls attending 3 Catholic high schools in Winnipeg, Manitoba, completed a questionnaire that addressed family religion, religiosity, prosocial values, school attitudes, family satisfaction, self-esteem, and life satisfaction. The study found that religiosity was strongly correlated with prosocial values, family satisfaction, school attitudes, and life satisfaction. Path analysis indicated that religiosity had strong direct effects on prosocial values, but that the significant correlations of religiosity with school attitudes, family satisfaction, and life satisfaction represented indirect effects. While it was found that data from girls had a very tight fit to the proposed model and data from the total sample fitted the model loosely, data from the boys did not meet the criteria of fitting the model. (MDM)

ED 411 942 PS 025 605

Barrie, Francois
Dominica.
PUB DATE- 96
NOTE- 8p.; Paper presented at the Caribbean Conference on the Rights of the Child: Meeting the Post Ratification Challenge (Belize City, Belize, October 7-10, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Childrens Rights; Demography; Developing Nations; *Elementary Secondary Education; Foreign Countries; *Population Trends
IDENTIFIERS- Caribbean Islands; *Dominica; United Nations Convention on Rights of the Child

Dominica is the largest and least densely populated of the islands of the Organization of Easter Caribbean States. This paper provides a socioeconomic overview of Dominica and

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Child Caregivers; Childhood Needs; *Children; Compensation (Remuneration); *Day Care; *Day Care Centers; Early Childhood Education; State Agencies; State Programs
IDENTIFIERS- Brain Development; Child Care Costs; *Child Care Needs; Child Care Resource Centers; Colorado; *Day Care Quality; Goals 2000; Resource and Referral Service

This report presents information on Colorado's child care needs and on the services provided by the Colorado Office of Resource and Referral Agencies (COORA). The report presents a brief account of recent research on brain development and implications for child care providers. Recent findings indicate that only 6 percent of Colorado's licensed child care centers provide a high enough quality of care to support children's developmental needs. The report then describes the need for quality, affordable child care, emphasizing the percent of child care providers offering non-standard schedules, and the percent of monthly family income spent on child care. Next, the report outlines the compensation, tenure, and educational qualifications of child care workers, with staff turnover identified as an important indicator of poor quality care. Quality care is defined from a child's perspective. Finally, the report outlines the capacity, eligibility, availability, and cost of Head Start, the Colorado Preschool Program, CCAP Child Care, and marketplace child care. Listed are: (1) Services of the Colorado Office of Resource and Referral Agencies; (2) recent state initiatives; (3) CORRA regional office information; and (4) Goals 2002 for Colorado. Contains 7 references. (KB)

ED 411 961 PS 025 797

Greenhalgh, Claire
Beyond the Year of the Family: Defining the Agenda. St. Catharine's Conference (Windsor, England, February 1995). St. Catharine's Conference Report No. 47.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021),Reports - General (140)
DESCRIPTORS- Divorce; Economic Factors; Economic Impact; Employed Parents; Family Characteristics; Family Life; *Family Programs; *Family (Sociological Unit); Family Structure; *Family Work Relationship; Fathers; Foreign Countries; Marriage; National Curriculum; *Parent Education; *Parents; Policy Formation; Political Parties; *Public Policy; Sex Differences; Teacher Education
IDENTIFIERS- Family Support; Great Britain; United Nations Intl Year of the Family 1994

This report summarizes papers presented and the resulting discussions at a conference focused on key issues emerging from the 1994 United Nations International Year of the Family and how these issues should be reflected in policies for families in Great Britain. The papers addressed the following topics: (1) specific achievements of the United Kingdom International Year of the Family (Joanna Foster); (2) the development of an institutionalized set of family-friendly workplace policies (Ceridwen Roberts); (3) standardizing relationship and parenting education in schools and within teacher training courses (Erica De'Ath); (4) relationship education in the care settings, and choice of child care arrangements. The role of advocates in influencing child care policy is considered. (JPB)

ED 411 977 PS 025 819

McCloskey, Donna, Ed.
Families: It's About Time! = Les familles ont besoin de temps!
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English; French
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Collected Works - Serials (022)
DESCRIPTORS- Community Involvement; Cultural Background; Family Caregivers; Family Environment; Family History; Family Influence; Family Involvement; *Family Life; *Family Problems; Family Role; *Family (Sociological Unit); Foreign Countries; Time; Time Management
IDENTIFIERS- Canada

This document presents a broad view of the Great Canadian Family--all of Canada's families, large and small, "traditional" and otherwise. The issue also examines the challenges of family life at the end of the twentieth century, in two major articles. The first article, "Of Wings and Roots" (Alan Mirabelli and Robert Glossop), presents an overview of the facts on families today and suggests how society can create a more hospitable climate for family life. This article argues that society needs to reaffirm traditions, find time to meet the needs for extended family to spend time together, and reinforce family with a community that shares the responsibility of endowing the next generation with strong roots. The second article, "Life in the Time Machine: Families Keeping Pace in a Hurried Culture" (Kerry J. Daly), discusses the issue of time management as it affects families. This article traces the history of attitudes about time, questions modern assumptions about the value of speed and efficiency, and advocates re-evaluating how people spend their time. The issue concludes with information on new publications and a list of Canadian organizations with an interest in families. (JPB)

ED 411 978 PS 025 827

Lancy, David F.
Playing on the Mother-Ground: Cultural Routines for Children's Development. Culture and Human Development.
PUB DATE- 96
NOTE- 240p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Research/Technical (143)
DESCRIPTORS- Apprenticeships; Child Development; *Children; Cognitive Development; Context Effect; *Cross Cultural Studies; Cultural Influences; Ethnography; Ethology; Family Work Relationship; Foreign Countries; Games; Individual Development; Mothers; *Parent Child Relationship; Participant Observation; *Play; Pretend Play; *Socialization; Songs; Story Telling; Theories; Values Education
IDENTIFIERS- Daily Routines; Emic Etic Analysis; Informal Education; *Kpelle; Liberia; West Africans

This book describes an ethnographic study of cultural routines involved in enculturating children into Kpelle society in West Africa. The study focused on: (1) playforms such as pretend play; and (2) adult-guided activities such as apprenticeship.

ED 411 994 PS 025 849

Lightsey, Debra, Ed.; Guinner, Valerie, Ed.
The Healthy Start Initiative: A Community-Driven Approach to Infant Mortality Reduction. Volume IV: Community Outreach.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 96
NOTE- 165p.; For volume 1, see ED 375 953; for volume 2, see ED 381 261; for volume 3, see ED 394 699, and for volume 5, see PS 025 850.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Agency Cooperation; Child Health; Community Cooperation; Community Development; Cooperative Planning; Coordination; Data Collection; Economic Development; Ethnic Groups; Fathers; Government Role; Health Maintenance Organizations; Home Visits; *Infant Mortality; Management Information Systems; Mentors; *Outreach Programs; Parent Role; Prevention; Program Evaluation; Program Improvement; *Public Health; Recruitment; Resources; Social Change; Stress Management; Supervision; Training
IDENTIFIERS- Diversity (Groups); *Healthy Start Program; Maternal and Child Health Services; Maternal Health

The Healthy Start Initiative is a national 5-year demonstration program that uses a broad range of community-driven, system development approaches to reduce infant mortality and improve the health and well-being of women, infants, children, and families. This volume, fourth in the series, deals with the topic of community outreach and is based on the National Forum for Community Perinatal Outreach Workers. This book serves as a "how-to" manual, but rather than explain how to do outreach work, it suggests how to improve the outreach process. This report has four chapters. The first chapter, "Reaching Out: How To Improve Service," suggests how to improve services to clients, how to improve awareness of cultural differences and fathers' potential involvement, and how to care for outreach workers' own needs. The second chapter, "Reaching Up: How To Mentor Outreach Workers through Training and Supervision," suggests that outreach programs need to clearly define their roles, use effective recruiting processes, and supervise, mentor, and train outreach workers. The third chapter, "Reaching Across: How To Build Partnerships with Other Organizations," presents the lessons that outreach workers and their programs have learned as they reach across communities and resources. The fourth chapter, "Reaching In: How To Learn from Research and Evaluation," points out that outreach workers need to be familiar with existing research and to have systems to collect data and evaluate their own programs. Two appendices containing a speakers list and resources for fundraising and sustainability are included. (LPP)

ED 411 995 PS 025 850

Joffe, Mark S.; Back, Kelli
The Healthy Start Initiative: A Community-Driven Approach to Infant Mortality Reduction. Volume V: Collaboration with Managed Care Organizations.
SPONS. AGENCY- Health Resources and Services Administration (DHHS/PHS), Washington, DC. Maternal and Child Health Bureau.
PUB DATE- 97
NOTE- 128p.; For volume 1, see ED 375 953; for volume 2, see ED

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adolescents; Adoption; Adoptive Parents; American Indians; Blacks; Child Caregivers; *Child Welfare; *Children; *Cultural Differences; Family (Sociological Unit); Fathers; Foster Care; Grandparents; Help Seeking; Hispanic Americans; Homosexuality; Inner City; Interpersonal Competence; Lesbianism; Males; Refugees; *Social Services; Social Support Groups; Substance Abuse
IDENTIFIERS- Cultural Sensitivity; Indian Child Welfare Act 1978; Kinship Foster Care; Machismo; *Permanency Planning (Foster Care); Service Delivery Assessment

Recognizing the need for child welfare workers to appreciate the role of culture in a family's life, this book emphasizes the importance of the need for cultural knowledge, sensitivity, and skill on the part of caseworkers and policy makers for putting permanency and stability into the lives of at-risk children. The articles in the book are: (1) "Introduction: Achieving Permanency for All Children in the Child Welfare System" (Gary R. Anderson); (2) "Personal Reflections on Permanency Planning and Cultural Competency" (Carol W. Williams); (3) "Developing Diversity Competence in Child Welfare and Permanency Planning" (Elaine Pinderhughes); (4) "African American Men, Child Welfare, and Permanency Planning" (Bogart R. Leashore); (5) "Machismo, Fatherhood and the Latino Family: Understanding the Concept" (Yolanda Mayo); (6) "Cultural Diversity and Help-Seeking Behavior: Sources of Help and Obstacles to Support for Parents" (JoDee Keller and Katherine McDade); (7) "Preventing Substance Abuse from Undermining Permanency Planning: Competencies at the Intersection of Culture, Chemical Dependency, and Child Welfare" (Irene R. Bush and Anthony Sainz); (8) "Broadening Our View: Lessons from Kinship Foster Care" (Faith Johnson Bonecutter and James P. Gleeson); (9) Grandmother Caregivers in Inner-City Latino Families: A Descriptive Profile and Informal Social Supports" (Denise Burnette); (10) "Guide for Effectively Recruiting African American Adoptive Families" (Wilfred Hamm); (11) "Training Child Welfare Workers to Meet the Requirements of the Indian Child Welfare Act" (Raymond L. Bending); (12) "Why the Need for the Indian Child Welfare Act?" (Lila J. George); (13) "Toward a Competent Child Welfare Service Delivery System for Gay and Lesbian Adolescents and Their Families" (Gerald P. Mallon); and (14) "Lessons Learned from Programs for Unaccompanied Refugee Minors" (Angela Shen Ryan). Each chapter contains references. (KB)

ED 412 013   PS 025 876

Sorenson, Juanita S.; Buckmaster, Lynn R.; Francis, Mary Kay; Knauf, Karen M.
The Power of Problem Solving: Practical Ideas and Teaching Strategies for Any K-8 Subject Area.
PUB DATE- 96
NOTE- 281p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Activity Units; *Class Activities; Cognitive Style; Diversity (Faculty); Diversity (Student); Elementary Education; Experiential Learning; Grouping (Instructional Purposes); Integrated Curriculum; *Learning Activities; *Problem Solving;

*Multigraded Classes; Scheduling; *Self Esteem
IDENTIFIERS- Fulton County Public Schools GA; Middle School Students

In fall 1993, administrators and faculty at the Crabappple Middle School in Roswell, Georgia, implemented the Multi-Age Team (MAT) program, creating multi-age teams of sixth-, seventh-, and eighth-grade students. The projects' main goal was to enhance self-esteem. Additional goals included implementation of interdisciplinary, thematic instruction; flexible scheduling; and Project Adventure, a program designed to build leadership, group relationships, and self-confidence. Other goals included the development of critical thinking, cooperative learning, hands-on learning, and inclusion grouping for learning disabled and gifted students. This 1994-95 report describes the evaluation procedures used, data collected, and the interpretation of the results. The quantitative data collected for the MAT and comparison student groups included the Iowa Test of Basic Skills (ITBS) results, Coopersmith Self-Esteem Inventory (SEI) scores, and attendance and behavior referral data. The ITBS math computation scores of MAT students were lower than scores for comparison group students--a result that may be linked to certain curricular decisions. Analysis of Coopersmith Self-Esteem Inventory data-in which sixth- and seventh-grade comparison students had higher means than MAT students but eighth-grade MAT students had higher scores than eighth-grade comparison students-suggested several interpretations. MAT students also had fewer disciplinary referrals. Qualitative data collected included responses to surveys and interviews conducted with students, parents, and teachers in both programs. Analysis of interview and survey responses indicated that most faculty believed that the MAT structure, Project Adventure, and mentoring relationships enhanced students' self-esteem. Responses also indicated that interdisciplinary teaching occurred; however, in year two, units were smaller and math appeared to be taught separately. Hands-on learning appeared to occur more frequently in the MAT teams, scheduling was flexible, and many gifted and disabled students were taught with MAT groups. (Contains 1 figure, 1 chart, and 11 tables.) (LPP)

ED 412 029 PS 025 921

Elmore, Randy; Hopping, Linda; Jenkins-Miller, Minnie; McElroy, Camille; Minafee, Margaret; Wisenbaker, Joseph
Explorations in Multi-Age Teaming (MAT): Evaluations of Three Projects in Fulton County, Georgia.
PUB DATE- 96
NOTE- 18p.; For related reports, see PS 025 920 and PS 025 922. Paper presented at the Annual Conference of the National Middle School Association (23nd, Baltimore, MD, October 31-November 3, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Cooperative Learning; Critical Thinking; Experiential Learning; Grade 6; Grade 7; Grade 8; *Grouping (Instructional Purposes); Inclusive Schools; Instructional Innovation; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; *Mixed Age Grouping; *Multigraded Classes; Outcomes of Education; Program Evaluation; Scheduling; *Self Esteem
IDENTIFIERS- Fulton County Public Schools GA; Middle School Students

seeing women getting in touch with their strength, questioning what being a woman means, locating their sense of self, and finally "unpacking" their experience. Contains 43 references. (TD)

ED 412 045 RC 021 166

Mitten, Denise
The Value of Feminist Ethics in Experiential Education Teaching and Leadership.
PUB DATE- 96
NOTE- 14p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adventure Education; *Educational Philosophy; *Ethics; *Experiential Learning; *Feminism; Group Dynamics; Models; Moral Values; Power Structure; Sex Differences; *Teacher Student Relationship
IDENTIFIERS- *Moral Reasoning; *Outdoor Leadership; Power; World Views

Traditional ethics are founded on unquestioned principles that transcend the limitations of a particular person. The result is that behavior is judged on how well people follow rules, not on how well they treat one another. This essay contends that applying this patriarchal approach to teaching situations ignores the needs of students in experiential education programs. A feminist ethic is one based on a caring relationship. The universal concept in an ethic of caring is not a set of absolute moral principles, but one's internal commitment to promote another's well-being by learning about and understanding the other person. Just as a child in a caring relationship is inspired by the acceptance of adults to gain increasingly greater competence, participants in experiential education programs that are in caring relationships with program leaders respond with interest to the challenges offered. Experiential education practitioners can also borrow from the work done by feminist therapists in the area of power. Practitioners need to continually be aware of the power differential between leaders and participants so that it will not be abused, and to find ways that the strong can protect the weak without destroying their sense of dignity in the process. In an ethic of caring, judgment is replaced by acceptance and support. Contains 16 references. (TD)

ED 412 046 RC 021 167

Russell, Constance L.; Bell, Anne C.
A Politicized Ethic of Care: Environmental Education from an Ecofeminist Perspective.
PUB DATE- 96
NOTE- 11p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Consciousness Raising; Educational Strategies; *Environmental Education; *Ethics; *Feminism; Foreign Countries; Outdoor Education; *Role of Education; *Social Bias
IDENTIFIERS- Androcentrism; Anthropocentrism; *Ecofeminism; Environmental Attitudes

notes and a bibliography. (TD)

ED 412 063 RC 021 198

Erni, Christian, Ed.
The Indigenous World, 1996-97 = El Mundo Indigena, 1996-97.
PUB DATE- 97
NOTE- 680p.; Photographs and maps may not reproduce adequately. For the 1995-96 publication, see ED 402 116.
LANGUAGE- English; Spanish
EDRS Price- MF4 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022),Reports - Descriptive (Program/Project Descriptions) (141),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Activism; American Indians; *Civil Liberties; Conservation (Environment); Court Litigation; Cultural Maintenance; Economic Development; Educational Needs; Ethnic Discrimination; Foreign Countries; *Indigenous Populations; Land Use; Politics; *Self Determination; Tribal Sovereignty
IDENTIFIERS- *Land Rights; United Nations

This annual publication (published separately in English and Spanish) examines political, legal, social, and educational issues concerning indigenous peoples around the world during 1996-97. Part I highlights news events and ongoing situations in specific countries. In North America, these include threats of proposed oil drilling on sacred sites of the Blackfeet Nation and associated wilderness environment, the Leonard Peltier case, international boycotts of lumber and oil companies threatening the proposed Lubicon Cree territory in Alberta, the choice of an Ojibwa activist as 1996 Vice-Presidential candidate of the U.S. Green Party, intrusion of mining activities on the sacred sites of the Western Shoshone, and conflicts between the National Park Service and the Timbisha Shoshone and other tribes. Other sections cover the Arctic, Mexico and Central America, South America, the Pacific and Australia, East Asia, Southeast Asia, South Asia, and Africa. Indigenous issues in these regions include violations of human rights, harassment of indigenous leaders and activists, colonialism, exploitation of indigenous territories by national and multinational companies, lack of land rights, and forced relocation and settlement. Many sections comment on the status of bilingual education or native language instruction, the lack of health and educational services in rural villages, and efforts aimed at cultural maintenance. Part II describes international work on behalf of indigenous rights and includes two articles: "Indigenous Peoples Keep the U.N. Declaration Intact for a Second Year" (Jens Dahl, Andrew Gray); and "The 53rd Session of the Commission on Human Rights" (Inger Sjorslev). (SV)

ED 412 064 RC 021 205

Reynnells, M. Louise, Comp.
Federal Funding Sources for Rural Areas: Fiscal Year 1998. Rural Information Center Publications Series, No. 59. Revised Edition.
PUB DATE- 97
NOTE- 146p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Adult Education; *American Indian Education; American Indian Reservations; Community Development; Elementary Secondary Education; Federal Aid; *Federal Programs; Financial Support; Grants; *Health Programs; Higher Education; Housing;

tasks requiring the application of mathematical knowledge and skills routinely learned in school. Recent studies have shown, however, that for tasks assessing relatively novel and complex problem solving, performance differences between U.S. and Asian students are not so pronounced. This study explored 181 U.S. and 223 Chinese sixth-grade students' mathematical problem solving and problem posing abilities. It is part of a continuous effort to examine U.S. and Chinese students' performance by conducting a cognitive analysis of student responses to mathematical problem-solving and problem-posing tasks. The tasks included computational exercises, a problem-posing task in which students were asked to pose mathematical problems based on a given figural pattern situation, a division-with-remainder story problem, and a figural pattern problem. The Chinese students outperformed U.S. students on computation tasks but there were many similarities and differences between U.S. and Chinese students in performing relatively novel tasks. The findings suggest a generality with regard to the direct link between mathematical problem solving and problem posing from an international perspective. Contains 26 references. (PVD)

ED 412 087 SE 060 599

Cai, Jinfa; Moyer, John C.; Wang, Ning
Parental Roles in Students' Learning of Mathematics.
SPONS. AGENCY- Department of Housing and Urban Development, Washington, DC.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Home Study; Intermediate Grades; Junior High Schools; *Mathematical Aptitude; *Mathematics Achievement; Mathematics Education; Middle Schools; *Parent Influence; Parent Participation; Parent Role; *Parent Student Relationship; Parents as Teachers; Secondary Education
IDENTIFIERS- Middle School Students; Parent Expectations

The purpose of this study was to investigate the roles parents play in students' learning of mathematics in the home setting and to examine the relationships between parental involvement and students' learning of mathematics. This study attempts to identify the kinds of parental roles which contribute to students' learning of mathematics. This study also attempts to provide empirical evidence of the relationship of parental involvement to students' mathematical achievement and attitude toward mathematics. Approximately 60% of the primary guardians of 220 middle school students returned a completed Parental Involvement Questionnaire (PIQ) which was designed to assess the parents' level of support in five roles as: (1) motivator; (2) resource provider; (3) monitor; (4) content adviser; and (5) learning counselor. Students with the most supportive parents demonstrated higher mathematics achievement and more positive attitudes towards mathematics than those students with the least supportive parents. Also, students whose parents did not return the PIQ demonstrated lower mathematics achievement and less positive attitudes towards mathematics than those students whose parents returned the PIQ. The measures relating to the roles of parents as motivators, resource providers, and monitors were found to be the most important in predicting students' mathematics achievement. (AIM) technical information for system requirements. (ASK)

ED 412 108   SE 060 654

Sterrett, Andrew, Ed.
Using Writing To Teach Mathematics. MAA Notes, Number 16.
PUB DATE- 92
NOTE- 160p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General
(020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Algebra; Calculus; *Content Area Writing; Elementary Secondary Education; Integrated Curriculum; Learning Activities; Mathematics Instruction; Teaching Methods; *Writing Across the Curriculum; *Writing Skills
IDENTIFIERS- Mathematical Association of America

Integrating mathematics with other disciplines is an important issue for mathematics education. Writing is one such discipline that can be usefully integrated with mathematics instruction. This collection of essays on the use of writing to teach mathematics is an outgrowth of sessions of contributed papers presented at the 1988 and 1989 Annual Meetings of the Mathematical Association of America (MAA). The essays in this collection offer specific suggestions for beginning writing programs and routine matters such as grading, correcting grammar, and the importance of rewriting. Several essays describe student reaction to writing in mathematics class and how to involve students in reviewing and grading the work of others. Chapters include: (1) "Mathematicians Write: Mathematics Students Should, Too" (Ann K. Stehney); (2) "Writing for Educational Objectives in a Calculus Course" (Sandra Z. Keith); (3) "Writing in Mathematics: A Plethora of Possibilities" (Timothy Sipka); (4) "A Reply To Questions from Mathematics Colleagues on Writing Across the Curriculum" (Emelie Kenney); (5) "Writing in Mathematics at Swarthmore: PDCs" (Stephen B. Maurer); (6) A Writing Program and Its Lesson for Mathematicians" (Ann K. Stehney); (7) "Writing in the Math Classroom: Math in the Writing Class (Or How I Spent My Summer Vacation)" (Thomas W. Rishel); (8) "A Writing Intensive Mathematics Course" (Arthur T. White); (9) "Writing, Teaching, and Learning in Mathematics: One Set of Experiences" (Richard J. Maher); (10) "Technical Writing for Mathematics Projects" (J. Douglas Faires and Charles A. Nelson); (11) "But This Is Not an English Class" (Andre Michelle Lubecke); (12) "You Can and Should Get Your Students To Write in Sentences" (Melvin Henriksen); (13) "Three R's for Mathematics Papers--'Riting, Refereeing, and Rewriting" (Thomas Q. Sibley); (14) "Attempting Mathematics in a Meaningless Language" (Martha B. Burton); (15) "Using Expressive Writing To Support Mathematics Instruction: Benefits for the Student, Teacher, and Classroom" (Barbara Rose); (16) "Rewriting Our Stories of Mathematics" (Linda Brandau); (17) "Writing in Mathematics: A Vehicle for Development and Empowerment" (Dorothy Buerk); (18) "Two Perspectives on a Writing Intensive Course in Operations Research" (Mary Margaret Hart McDonald and Coreen Mett); (19) "A Writing Fellows Program Meets an Abstract Algebra Class: The Instructor's and the Fellow's Perspective" (John O. Kiltinen and Lisa M. Mansfield); (20) "Writing Abstracts as a Means of Review" (David G. Hartz); (21) "Journals and Essay Examinations in Undergraduate Mathematics" (Gary L. Britton); (22) "Weekly Journal Entries--An Effective Tool for Teaching Mathematics" (Louis A. Talman); (23) "Writing Assignments and Course

NOTE- 72p.; Illustrated by Gail Kohler Opsahl and Marjorie C. Leggitt.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Animals; Biology; Educational Strategies; Elementary Education; Environmental Education; Habitats; Interdisciplinary Approach; *Science Activities; *Science and Society; Science Curriculum; Student Motivation; Teaching Guides
IDENTIFIERS- *Bats

This curriculum guide is all about bats and provides information through the telling of stories about bats and their history and folklore. The activities contained in this guide employ an interdisciplinary approach and use mazes, puzzles, model-building, and board games to interest and inform students. Topics covered include the physical characteristics of bats, how they are designed for flight, bat behavior, building a three-dimensional bat cave, bat species and their diets, and the legend of the vampire bat. A bibliography, a glossary, and an answer key to the activities are provided. Contains 12 references. (DDR)

ED 412 129 SE 060 707

Chemistry and the Periodic Table: Teacher's Guide Levels A, B, and C. Preliminary Limited Edition.
PUB DATE- 97
NOTE- 177p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Chemistry; Concept Teaching; Curriculum Guides; Elementary Secondary Education; Hands on Science; Higher Education; Learning Activities; Learning Modules; Mathematical Concepts; Physics; Science Education; *Science Materials; Science Process Skills; Scientific Concepts
IDENTIFIERS- *Periodic Table

This is a two-part curriculum package for the teaching of chemistry and the periodic table. The first part, the Teacher's Guide, contains information necessary for using the equipment in a typical classroom including learning goals, vocabulary, math skills, and sample data for each activity. The second part of the package consists of photocopy masters for a set of student activity guides, a cut-and-paste quiz builder, and scoring rubrics for assessment of those activities. The photocopy masters are designed for copy and use in the classroom. Most of the experiments have two skill levels to accommodate students from a wide range of grades and abilities. Level A activities are intended to introduce the periodic table and enough key concepts for students to be able to read useful information off of it. The concept of valence is introduced but not explained. Using charts of the valences of the elements, students will make simple molecules and then learn how to balance chemical equations. Level B activities differ from Level A in the introduction of electron shells and the explanation of valence. The Activity Guides are written to provide a framework for encouraging students to observe and learn science process skills as well as content. (PVD)

NOTE- 290p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adult Vocational Education; *Battered Women; Career Counseling; Emotional Abuse; *Family Violence; *Females; *Sex Discrimination; Sexual Abuse; Verbal Abuse; Victims of Crime; Violence; *Vocational Education; *Womens Studies

The purpose of this workbook is to assist women abuse survivors in creating and directing their own vocational plans wherever these efforts may lead. The book is intended to be a part of the abuse recovery process and can be used by professionals working with abuse survivors or by individuals on their own. The book is divided into three sections. Section 1, "The Tools--Gathering the Words of Power," includes: (1) "Introduction"; (2) "Glossary of Terms"; (3) "Naming the Trauma"; (4) "Reclaiming My Innocent Body"; and (5) "Overcoming Verbal-Emotional Abuse." Section 2, "The Process--Moving through the Flower," contains: (1) "Introduction"; (2) "Making Your Work Visible"; (3) "Analyzing, Respecting, and Celebrating Your Work"; and (4) "Understanding Your Vocational Impairment." Section 3, "The Plan--Re-weaving Your Own Life and Work," includes: (1) "Introduction"; (2) "Making the Frame"; (3) "Stretching the Self"; and (4) "Weaving a Life." Contains references and suggested readings. (EH)

ED 412 150 SO 027 656

Blankenship, Glen; Tinkler, D. William
Overview of Germany: The Federal Republic and the Federal States. Social Studies Grades 6-8. Update 1995. 2nd Revised Edition.
PUB DATE- 95
NOTE- 106p.; For related documents, see SO 027 657-659, and SO 029 025-027.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Foreign Countries; *Geographic Concepts; *Geography Instruction; *Human Geography; Intermediate Grades; Junior High Schools; Maps; Middle Schools; Multicultural Education; Physical Geography; Social Studies; Teaching Guides; World Geography; World History
IDENTIFIERS- *Germany

This packet is designed for middle school classrooms. The four lessons correspond to the typical curriculum pattern of world cultures, geography and government. The materials focus on world studies and state studies from a comparative U.S./Germany perspective. The lessons include: (1) "Culture and Perspective Taking on the Federal Republic of Germany"; (2) "Unifying Traits in Both the United States and the Federal Republic of Germany"; (3) "German Governmental System"; and (4) "Geography of Germany." Numerous activities accompany each lesson with handouts and transparencies for use. Color transparencies in this packet focus on: (1) "The Federal Republic of Germany"; (2) "Culture"; (3) "Statue of Liberty"; (4) "Brandenburg Gate"; (5) "The States of the Federal Republic of Germany"; (6) "The Federal States: City Overlay"; (7) "The Federal States"; (8) "The Coats of Arms of the Federal States of Germany"; (9) "Four Principles of the Basic Law"; (10) "Government Organization in the Federal Republic of Germany"; (11) "The Bundesrat"; (12) "The Bundesrat, 2"; (13) "Elections for State Legislatures";

economics in the core of democratic citizenship education. Contains 13 references. (EH)

ED 412 172 SO 028 524

Healy, Langdon T., Ed.; Vontz, Thomas S., Ed.
Resources on Law-Related Education: Documents and Journal Articles in ERIC. Yearbook No. 3.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 90p.; For previous yearbooks, see ED 388 534 and ED 394 895.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; *Citizenship Education; *Civics; Civil Law; Constitutional Law; Curriculum Enrichment; Elementary Secondary Education; *Law Related Education; Social Studies
IDENTIFIERS- ERIC

This ERIC resource is a guide to the array of law-related education (LRE) resources available to teachers. The annotated bibliography offers resources for essential knowledge of the law, innovative teaching methods, and guides to national LRE programs. Included in this collection are abstracts of LRE documents and journal articles, arranged alphabetically by author. Part 1 contains abstracts of LRE teaching materials, resource guide, research documents and journal articles. Part 2 features two ERIC Digests: (1) "Law Magnet Programs" (Paula A. Nessel); and (2) "Teaching about Democratic Constitutionalism" (John J. Patrick). The appendices of Part 3 feature directories that provide contact information for law magnet programs as well as national and state LRE programs. The annotated index of World Wide Web sites offers a useful resource for the law-related education community and information about the ERIC system and its many features. (EH)

ED 412 173 SO 028 586

Patrick, John J.
The National Assessment of Educational Progress in U.S. History. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Standards; *Educational Assessment; *Educational Objectives; Elementary Secondary Education; Grade 12; Grade 4; Grade 8; Instructional Development; Social Studies; *United States History
IDENTIFIERS- ERIC Digests; *National Assessment of Educational Progress

This ERIC Digest outlines the methods employed and the results obtained from the 1994 National Assessment of Educational Progress (NAEP) in U.S. history. NAEP surveys collect information about students' knowledge of core subjects of the school curriculum. This particular survey was administered to a

Teachers; Public Schools; Teacher Improvement; Teamwork
IDENTIFIERS- Central Missouri State University; Outstanding Schools Act (Missouri 1993)

In 1993, the Missouri Legislature passed the Outstanding Schools Act, providing funding to create nine regional professional development centers (RPDC's) throughout Missouri. The goal was to create a decentralized, responsive model for supporting public schools in meeting the Act's mandates and to offer natural links between teacher education programs, public schools, and the state department of education. In 1995-1996, Central Missouri State University and the Central RPDC planned the Central Teachers' Academy. The Academy's mission emphasized the belief that to change their own work and professional lives, teachers must seek deeper understanding of educational change and current issues emerging out of change. In 1996, 19 teachers from 12 school districts became the Academy's first class. The 13-month program included monthly informational meetings regarding school reform and an action research project by each teacher. After a 3-day retreat that included team-building activities, monthly meetings provided professional development in various areas. The action research component was integrated into the monthly meetings, and three additional meetings allowed for peer discussion and interaction concerning each member's action research. Informal evaluations at the end of the program indicated that the Academy was helpful in promoting positive change in teachers' classroom behavior. Descriptions of the Teachers' Academy, calendar of events, an application form, a letter, and a member reflection are appended. (SM)

ED 412 193   SP 037 565

Letts, William J., IV
Gender (In)forms Self Images: The Case of Five Male Secondary Science Teachers.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Epistemology; Feminist Criticism; *Males; *Science Teachers; Secondary Education; Secondary School Science; Secondary School Teachers; *Self Concept; *Sex Differences; *Sex Role; *Sexual Identity; Teacher Attitudes; Teacher Student Relationship; Teaching (Occupation)
IDENTIFIERS- Control (Social Behavior); *Masculinity

The starting point of this study is a post-structural feminist position that asks questions in order to examine the social conditions of a group from the participants' perspective and experience. The five participants in this study were working in a traditionally feminized field (teaching), but their subject matter (science) has been traditionally masculinized. Four recurring themes appeared in the data from transcribed interviews: (1) contradictory self-descriptions, i.e., the teachers described how they perceived themselves by explaining what they were not; (2) issues of control, i.e., control over students, control over their jobs, and even loss of control; (3) notions of autonomy, which centered around the teachers' movement into the profession, decision making, and the politics of their departments relative to other departments; (4) these teachers' views about the epistemology of science and their

Diversity (Student); *Educational Theories; Elementary Secondary Education; Higher Education; *Holistic Approach; *Instruction; Intelligence
IDENTIFIERS- *Brain Based Learning; *Multiple Intelligences

"Holosagogy" is proposed as a new, complete system of learning and teaching that applies to teachers and learners of all ages, cultures, and disciplines in all educational settings. The first section of the paper discusses facts about the human brain and explains why educators must understand and respect how the brain works to perceive, process, store, and retrieve information so they will not inhibit learning with brain antagonistic teaching, administration, and organizational practices. The second section examines human modalities, learning styles, and intelligences, explaining that all students learn in different ways and have intelligences and strengths in different areas. The third section discusses the component of community, an important cornerstone for the holosagistic paradigm. Meaningfulness can only be measured in the context of the individual's learning community. Educators cannot expect earlier systems of teaching to respond adequately to a culturally diverse, information-based society and its educational needs. Holosagogy can celebrate and accommodate great diversity and developmental learning patterns, both biological and environmental, of all individuals. (Contains 23 references). (SM)

ED 412 214 SP 037 597

Neapolitan, Jane E.
Lead Teachers in Hampton Roads: Three Case Studies.
PUB DATE- 97
NOTE- 21p.; Paper presented at the Annual Meeting of the Virginia Educational Research Association (Richmond, VA, March 7, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Case Studies; Elementary Education; Elementary School Teachers; Graduate Students; Higher Education; *Leadership Qualities; *Master Teachers; Public Schools; *Teacher Attitudes; *Teacher Background; Teacher Responsibility; Teaching Experience
IDENTIFIERS- *Lead Teachers; Virginia (Hampton)

This study examined how three elementary teachers who acted as lead teachers in public schools in the Hampton Roads area of Virginia perceived themselves as contributors to building a professional culture in schools. The participants, two women and one man, were experienced teachers in elementary schools and were Master's degree candidates in a curriculum and instruction program that emphasized teacher leadership through curriculum writing, teacher-led staff development, and action research. Qualitative data for cross-case analysis were drawn from individual interviews concerning their professional histories and their beliefs about teaching and change, and their views of themselves as leaders among peers. Data collection also involved the teachers' reflective journals, classroom observations, culminating projects from graduate studies, and a group debriefing session. Interviews with the participants' respective building principals were also included in the data analysis. Results suggested that lead teachers: (1) identify strongly with the role of teacher; (2) believe that change improves one's knowledge and teaching practice; (3) understand the connections between curriculum and assessment for increasing student achievement; and (4) gain convincing

PUB DATE- 97
NOTE- 30p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Creative Thinking; *Dependency (Personality); *High School Students; High Schools; *Interpersonal Relationship; Learning Strategies; *Responses; Suburban Schools
IDENTIFIERS- California

This study investigated relationships between interpersonal dependency and: (1) the ability to generate creative ideas; (2) the tendency to give creative responses on tasks that elicit creative thinking; and (3) comfort with tasks that elicit creative thinking. It is conceivable that interpersonally dependent students, because they desire the approval of others, may be reluctant to use learning strategies that involve creative thinking. They perceive these strategies as being more risky. However, it seems unlikely that interpersonal dependency could impair an individual's ability to generate creative ideas, even if it restricts the use or reporting of such ideas. Participants were 134 students in grades 10 through 12, attending a public suburban high school in southern California. Interpersonal dependency was assessed using the Interpersonal Dependency Inventory. Creative ability was assessed using Topics Tests (R. B. Eckstrom, J. W. French, and H. H. Harman, 1976). Creative response and comfort were assessed using questions about two poems. Results from this study suggest that participants with higher levels of interpersonal dependency are equally capable of generating creative ideas and equally likely to give creative responses on tasks that elicit creative thinking. However, they tend to feel less comfortable with tasks that elicit creative thinking as compared with their counterparts with lower levels of interpersonal dependency. (Contains 1 figure, 5 tables, and 22 references.) (Author/SLD)

ED 412 233 TM 027 462

Carlos, Lisa; Kirst, Mike
California Curriculum Policy in the 1990's: "We Don't Have To Be in Front To Lead."
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Historical Materials (060),Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Curriculum Development; Educational Change; *Educational History; Educational Policy; Educational Practices; Elementary Secondary Education; Language Arts; Mathematics Education; *Performance Based Assessment; Policy Formation; *Political Influences; Public Schools; Science Education; *State Programs; Testing Programs
IDENTIFIERS- *California; California Learning Assessment System; *Reform Efforts

This case study traces the evolution of curriculum-related educational reforms in California, concentrating on those that have influenced mathematics and science. These reform efforts are examined in the framework of the state's political and policy context. Data came from interviews, a synthesis of the pass GED tests, joining 29 U.S. states, 6 Canadian provinces, and 8 U.S. territories. Issue 6 reports on the GED-National Adult Literacy Survey of the document, prose, and quantitative literacy skills of adults in the United States. Each issue also contains "Teaching Tips" for teacher improvement, graduate profiles, and other articles and information related to GED testing. (Contains one table and three graphs.) (SLD)

ED 412 252 TM 027 522

Richards, Lisa, Ed.
GED Items. The Newsletter of the GED Testing Service. Volume 13, 1996.
PUB DATE- 96
NOTE- 66p.; For volume 12, see TM 027 521.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adult Literacy; Adults; *Educational Technology; *Equivalency Tests; Foreign Countries; Graduates; *High School Equivalency Programs; Internet; Job Skills; *Literacy Education; Teaching Methods; Vocational Education
IDENTIFIERS- Canada; *General Educational Development Tests

"GED Items" is published by the GED Testing Service of the American Council on Education. This volume contains six issues, each containing several articles related to adult education, equivalency testing, and the General Educational Development (GED) program. In the lead article of the first issue, Judith Anderson discusses the Internet and its relevance to adult education. The second issue focuses on a radio campaign conducted by the GED Testing Service to promote its programs. The campaign features singers Anne Murray and Waylon Jennings, both GED graduates. The emphasis in Issue 3 is the beginning of full-scale GED testing in Ontario (Canada), as that province joins 10 other Canadian provinces in offering GED testing. Issue 4/5 profiles football player Reggie White, who is working with his family to promote GED testing for adults who want a second chance at a high school education. The sixth issue discusses graduation ceremonies and other rites of passage for those receiving the GED. Each issue also contains "Teaching Tips" for teacher improvement, graduate profiles, and other articles and information related to GED testing. (Contains one table and three graphs.) (SLD)

ED 412 253 TM 027 524

Corcoran, Kevin J.; White, Lyle J.; Michels, Jennifer L.; Gilbert, David G.
Assessing Interrater Reliability of GARF Ratings of Couples' Functioning.
PUB DATE- 97
NOTE- 14p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Adults; *Diagnostic Tests; Emotional Response; Graduate Students; Higher Education; *Interpersonal Relationship; *Interrater Reliability; Mental Disorders; Problem Solving; Scaling; *Test Construction; Test Reliability
IDENTIFIERS- *Diagnostic Statistical Manual of Mental Disorders; Relationship Quality

Recently, a great deal of attention has been focused on the

ED 412 271 TM 027 621

Wenglinsky, Harold
When Money Matters: How Educational Expenditures Improve Student Performance and How They Don't. A Policy Information Perspective.
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 53p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Behavior Problems; Databases; Educational Administration; Educational Environment; *Educational Finance; *Elementary Secondary Education; *Expenditures; Financial Support; Grade 4; Grade 8; Multivariate Analysis; National Surveys; *Performance Factors; *Resource Allocation; Social Influences; Teacher Education; Teacher Student Ratio
IDENTIFIERS- Common Core of Data Program; *National Assessment of Educational Progress

Little agreement exists on which school expenditures and resources are most likely to improve student resources or whether resources really matter at all. This study compiles a national database of school finance information and analyzes the data to address the importance of school expenditures. Data were collected from the National Assessment of Educational Progress, a nationally representative sample of fourth and eighth graders, the Common Core of Data of the U.S. Department of Education, and a Teacher's Cost Index, which measures variations in the costs of education. Data were analyzed with multivariate techniques to produce flow charts for grades four and eight of how dollars and resources influence student achievement in mathematics. The study found that expenditures affect the achievement of fourth graders in two steps and eighth graders in three. For fourth graders, the process begins with increased expenditures on instruction and school district administration which then increase teacher-student ratios. The increased teacher-student ratios raise average achievement in mathematics. For eighth graders, the first step is the same. Then increased teacher-student ratios reduce problem behaviors and improve the social environment of the school. A lack of problem behaviors and a positive social environment then increase average achievement in mathematics. Expenditures related to capital outlays, school level administration, and teacher education levels were not found to increase achievement. Findings support both a productivity perspective and a traditional perspective on school finance. An appendix discusses the research methodology. (Contains 3 figures, 3 tables, and 41 references.) (SLD)

ED 412 272 TM 027 622

Collins, Mary A.; Brick, J. Michael; Kim, Kwang; Stowe, Peter
Measuring Participation in Adult Education. National Household Education Survey. Technical Report.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adult Education; Adults; Census Figures; Comparative Analysis; *Data Collection; *Estimation

estimated federal income tax expenditures, went to educational institutions in fiscal year 1997. Schools and colleges derived 10% of their fiscal year 1997 revenues from the federal government, with the remaining revenues from state and local governments, individuals, and private organizations. This represented a decline from the 14% federal share of fiscal year 1980. Six appendixes provide detailed tables of federal support funds. (Contains nine tables and three figures.) (SLD)

ED 412 288 TM 027 786

Phelps, Richard P.; Cullen, Andrew; Easton, Jack C.; Best, Clayton M.; Geddes, Claire
State Indicators in Education, 1997.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 261p.; The following pages in the original have been replaced by corrected "errata" pages: 50, 110, 170, 174, 178, 186. In addition, an errata page listing corrected "indicator" numbers pertaining to the "introduction" has been appended.
LANGUAGE- English
EDRS Price- MF01/PC11 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Access to Education; Curriculum; Economic Factors; Educational Attainment; Educational Environment; *Educational Finance; *Elementary Secondary Education; *Higher Education; *Institutional Characteristics; *Outcomes of Education; Resource Allocation; School Districts; School Size; Tables (Data)
IDENTIFIERS- *Educational Indicators

This volume is an extension of earlier efforts by the National Center for Education Statistics to present and explain some patterns and relationships in education data. The report includes 34 educational indicators, which were selected in order to take advantage of state-level data available and national data sources and to present a fairly comprehensive view of the most relevant aspects of the condition of education in the United States. The indicators are grouped into seven categories: (1) background indicators; (2) access, participation, and progress; (3) achievement, attainment, and curriculum; (4) economic and other outcomes of education; (5) size, growth, and output of educational institutions; (6) climate, classrooms, and diversity in educational institutions; and (7) human and financial resources of educational institutions. The presentation of each indicator explains what it measures, why it is important, and the key results from a comparison of states. With each indicator are tables and graphs to aid in interpretation, and data sources are listed at the bottom of each table and graph. Appendixes include supplemental and technical information on how various measures in the indicators were calculated. Data from the District of Columbia were found to be highly volatile and different in character from data from the states. District of Columbia data are included in the tables, but not in the figures, so as not to invite comparison. (Contains 34 tables and 34 figures.) (SLD)

ED 412 289 TM 027 787

Stevenson, Harold W.; Lee, Shin-ying
International Comparisons of Entrance and Exit Examinations: Japan, United Kingdom, France, and Germany.
PUB DATE- 97

States-owned services which are available and supported in Europe (for example America Online); European-owned services marketed in more than one country (for example Europe Online); and European-owned services marketed in one country (for example UK Online). The following factors which are likely to affect the rate of growth of subscribers to online services in Europe are discussed: installed base of PCs and modems; teletext; telecommunications costs; value added tax; language; information culture; electronic mail; and electrnoic shopping and banking. Taking into account these market development issues, some critical success factors for market potential and business prospects for mass market online services in Europe are outlined: market positioning and service differtiation; pricing and billing; marketing; content availability; and defining the basic services. It seems unlikely that there is a sufficient market in any one European country for more than two mass market services, providing they offer national language content and support. (AEF)

ED 411 850 IR 056 677

Gilbert, Philippe
The Generation Gap: Minitel in the Face of the Internet.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Computer Networks; Computers; Foreign Countries; Futures (of Society); *Information Networks; *Information Services; *Internet; *Online Systems; *Online Vendors; Private Sector; Public Sector; Technological Advancement; Trend Analysis; User Needs (Information)
IDENTIFIERS- *France; *Minitel

Starting in the 1980s the online world has seen two models: the French model, Minitel, and the American model, Internet. At the end of 1995 the Minitel network was the biggest and oldest online service with 7 million users and 20,000 service providers; one year later, the Internet arrived. Tomorrow's online model will need to be: as familiar to the general public as telephones or television; as natural as a public utility invoice; as easy to use as PC applications; transparent when connecting to the service; and as complete as a newspaper. Market trends see the development of new generation networks using the standard technologies but providing enhanced functions, open to everyone but giving extra services to registered users, and giving the information provider the possibility to run both public and private services on the same platform. After a discussion on users' technical requirements, this paper examines the future potential of the French online market. (AEF)

ED 411 851 IR 056 678

Romanov, Nickolay
Some Features of the Distribution of Professional Databases on CD-ROM in the Russian Information Market.
PUB DATE- 96

create and maintain pages themselves on the Web or on corporate Intranets. The market continues to grow quickly as the Web matures. Looking at trends evolving amongst the products may assist purchasers to choose tools that fit their environment. This paper reviews five authoring tools that have received a great deal of media attention, awards, and endorsements. The manufacturers of these products have remained current with new HTML (Hypertext Markup Language) tag extensions and seem committed to continuing product development. The paper provides individual product reviews for: Hotdog Professional from Sausage Software; HoTMetal PRO from SoftQuad; PageMill from Adobe; FrontPage from Microsoft; and Navigator Gold from Netscape. The main trend evolving throughout HTML editors is that they are becoming WYSIWYG (what you see is what you get), which hides the HTML tags from the user. Other trends include: increasing value of the authoring software, with dropping prices and increased functionality; incorporation of programming functions; site management tools; similar basic look and functionality; context sensitive controls; larger and more memory consuming applications; and more applications are being developed for the PC platform. (SWC)

ED 411 868   IR 056 695

Dixon, Ross
How Can Documents Be Put onto the Web?
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Authoring Aids (Programming); Case Studies; Computer Mediated Communication; Computer Software Evaluation; Computers; *Electronic Publishing; *Electronic Text; Foreign Countries; Hypermedia; *Information Dissemination; Online Searching; Online Systems; *World Wide Web
IDENTIFIERS- *Adobe Acrobat; *HTML; SGML; United Kingdom

The specific characteristics of the World Wide Web mean that publishing documents using this medium has a number of unique requirements and presents a different challenge to anyone wishing to put documents on the Web. Key issues which have to be resolved include determining the nature of the documents to be published, identifying whether documents should be published directly or from an intermediate form, and deciding what sort of document creation tool should be used. Three types of documents can be published on the Web: formatted documents--documents which cannot be edited or have their contents searched, such as images; processable documents--the contents of which can be searched and/or edited, such as text documents; and formatted processable documents--documents that are content searchable and allow hypertext linking, but do not allow editing and require that documents exist as a collection of pages, such as documents produced in Adobe Acrobat. The paper defines HTML (hypertext mark-up language) and Adobe Acrobat, explains how HTML and Acrobat documents are created, and describes key characteristics of the two and to what Web between schools and their communities, specifically the potential for cultural and artistic activities to foster lifelong learning. The institutionalization of lifelong learning implies that learning will extend beyond formal educational settings, demanding new partnerships with other learning providers, including colleges, hospitals, private sector firms, trade unions, and local councils. Contains 14 references. (BCY)

ED 411 885 JC 970 469

Yee, Albert H.; Cheng, Joseph Y. S.
Lifelong Learning in the United States and Hong Kong: Before 1997 and After.
PUB DATE- 97
NOTE- 18p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Community Colleges; Comparative Analysis; Confucianism; Developmental Stages; *Educational Attitudes; *Educational Environment; Educational Philosophy; *Family Influence; Family School Relationship; Foreign Countries; *Lifelong Learning; Postsecondary Education; Rote Learning; Social Values
IDENTIFIERS- *Hong Kong; *United States

In both Hong Kong and the United States, educational practices, especially those in the early stages of development, often do not lay an adequate foundation for lifelong learning. Using an approach rooted in developmental psychology, however, can help educators understand how individuals, groups, and societies develop or fail to develop an orientation towards lifelong learning. In Hong Kong, the prevailing ideology of Confucianism upholds moral virtue and familial unity and places tremendous importance on education. Parents in Hong Kong make enormous sacrifices for their children's education to secure both status and comfort in their old age. Despite a turbulent history and future uncertainty, people in Hong Kong generally remain optimistic about the future, in contrast to the cynicism widely felt in the United States, where the individual is the focus and family ties are weak. The educational burden in the United States is largely placed on the schools, resulting in a wide range of disparate opportunities for advancement. The comparably lax educational attitudes result in under-preparedness for students, but provide more opportunities for lifelong learning through such means as community colleges. While Hong Kong requires stability and greater emphasis on the intrinsic value of education, the United States requires more effective family and educational support. Attainment of these goals would foster supportive environments for lifelong learning, with both nations benefiting immensely. Contains 24 references. (YKH)

ED 411 886 JC 970 470

Sawano, Yukiko
Lifelong Learning: An Instrument for Improving School Education in Japan?
PUB DATE- 97
NOTE- 16p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Access to Education; Cost Effectiveness; *Distance Education; High Schools; Higher Education; Instructional Effectiveness; *Instructional Innovation; *Internet; Program Development; Program Evaluation; Program Implementation; School Surveys; Two Year Colleges
IDENTIFIERS- *Casper College WY

The Internet Based Distance Learning (IBDL) classes provided in Wyoming's Casper College have the potential to benefit all involved. The "Cyber Semester," which began in the spring of 1997, consisted of four typical freshman classes (Physical Geography, Precalculus Algebra, English Composition I, and Political Science) that were offered entirely on the Internet. Wyoming politicians expected it to save money, the college administration expected greater educational access, and the faculty expected ground breaking teaching innovations. Enrollment far surpassed expectation. The average IBDL student was a 29 year old female computer owner in her second year of college. Other groups included high school and college juniors and seniors, as well as those nearing completion of a Bachelor's program. Surveys were conducted to reveal the students' expectations and experiences with the program, as compared to traditional classes. Findings indicated that: (1) students had to do more work than was expected; (2) students felt that they had learned more; (3) the cost of the program met expectation; (4) convenience was slightly lower than expected; (5) average computer knowledge was required; and (6) accessibility and convenience were main reasons for participation. IBDL classes are not intended to save money by having one instructor serve hundreds of students, because they provide accessible one-on-one interaction through the Internet. (YKH)

ED 411 905 JC 970 515

Neal, Edward, Ed.
The Journal of Staff, Program, & Organization Development, Volume 14, Numbers 1-4, 1996-97. New Forums Faculty Development Series.
PUB DATE- 97
NOTE- 227p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Colleges; Computer Literacy; Diversity (Faculty); *Faculty Development; Interdisciplinary Approach; Mentors; *Organizational Development; Part Time Faculty; Portfolios (Background Materials); *Program Development; Program Evaluation; Sabbatical Leaves; *Staff Development; Two Year Colleges; Videotape Recordings

This quarterly publication serves as a medium for the exchange of ideas regarding the planning, design, implementation, and evaluation of professional development practices at two- and four-year colleges. The four issues in volume 14 feature the following articles: (1) "A Home-Grown Faculty Development Program," (Jane T. Rauton); (2) "Creating Interdisciplinary Courses: The Agonies and the Ecstasies," (Eleanor Whalen Carducci, Heather Pfleger Dunham, Ginny Hencken Elsasser, Barbara Jayne Lewthwaite); (3) "Encouraging Excellence and Diversity," (Walter Wendler, Ward Wells, Shannon Van Zandt); (4) "Faculty Development through Auditing," (Joan M. Hofmann); (5) "Understanding and Using Teaching Portfolios: An Administrator's Perspective," (John P. Murray); (6) "Perceptions of Department Chairpersons in Higher Education,"

Pedagogy Journal, 1997.
PUB DATE- 97
NOTE- 153p.; Published annually; for volume 3, see ED 400 019; for volumes 1-2, see ED 389 381-382.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- *Classroom Techniques; Cognitive Style; Community Colleges; Curriculum Development; Educational Technology; Individualized Instruction; *Instructional Improvement; *Instructional Innovation; National Standards; Pacing; Problem Solving; Student Centered Curriculum; *Teaching Methods; Two Year College Students; Two Year Colleges; Writing Instruction

This annual serial volume contains 16 articles offering practical pedagogical ideas from faculty at New Hampshire technical colleges. Following prefatory matter, the following articles are presented: (1) "The Pleasantwood Project: Teaching Science and the Humanities in a Scenario-Based Learning Environment," by Doyle Davis; (2) "Self-Paced, Self-Directed Study as a Teaching Methodology in a Nursing Assistant Program," by Susan J. Henderson; (3) "A Classroom Experiment: The Effect of Incorporating Learning Styles Strategies Upon the Teaching of Introductory Chemistry," by Perry Seagroves; (4) "Definition of the Technical Problem Solving Process," by Lafayette J. Harbison; (5) "A Sparrow Doesn't Live in a PC," by Tom Gorka; (6) "Transition Writing," by Bill Warnken; (7) "Creating a Student Centered Learning Environment," by Jackie Griswold; (8) "What Teaching Psychology Students Has Taught Me About Teaching Students," by Sandy Cole; (9) "The Student in the Middle," by Diane Chin; (10) "Assessing Student Participation Using Performance Criteria," by Paul Marashio; (11) "What Determines a Student's Final Exam Score in a Principles of Economics Class?" by Ronald W. Olive; (12) "Students as Course Designers," by Nancy Marashio; (13) "To Dream the Impossible Dream," by Janice G. Kaliski; (14) Beyond the Book," by Denise S. and Tyler S. St. Cyr; (15) "Building the Global Initiative: Leadership Towards a Barrierless World of One Community," by Marjorie Goodson; and (16) "A Pedagogy Blueprint for the 21st Century: Pedagogy and Assessment Implications of 'Using Voluntary National Skill Standards in Performance Based Curriculum Design,'" by the New Hampshire Community Technical College System Pedagogy Committee. (ECF)

ED 411 924   JC 970 537

Jorquera, Giovanii; Robbins, Elvia D.; Zahir, Fizza
Evaluation of the Transfer Process: A Student Perspective.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Academic Persistence; College Transfer Students; *Community Colleges; Educational Objectives; Program Evaluation; School Counselors; Transfer Policy; *Transfer Programs; Two Year Colleges
IDENTIFIERS- *Cerritos College CA

Cerritos College needs to develop a more effective transfer process in order to assist more students in achieving their educational goals. Only 15% of students actually transfer, while 60% initially had intentions to do so. The main reasons for the low rate of transfer are: (1) the lack of unity among the various transfer services; (2) the under staffing of highlights the nation's efforts to comply with the provisions of the United Nations Convention on the Rights of the Child (CRC). The paper provides data on population, sex ratio, migration patterns, population density, ethnic groups, agriculture, informal employment, and poverty. The paper goes on to highlight activities being undertaken to support the CRC, which Dominica ratified in March, 1991, including the World Bank-sponsored Basic Education Reform Project. This project will construct new secondary schools and rehabilitate many primary schools. The paper also notes that the new Dominica Education Act being considered by parliament addresses the rights of children. (MDM)

ED 411 943 PS 025 630

Normandeau, Sylvie; Goindin, Christine
Maternal and Paternal Tutoring Strategies with Their School-Age Children during a Problem-Solving Activity.
PUB DATE- 96
NOTE- 16p.; Paper presented at the Biennial Conference of the International Society for the Study of Behavioral Development (14th, Quebec City, Canada, August 12-16, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Children; Foreign Countries; *Help Seeking; Parent Child Relationship; *Parents; *Parents as Teachers; Primary Education; Problem Solving; Sex Differences; Teaching Methods

This study investigated how fathers and mothers modulated the specificity of their tutoring strategies as a function of their children's moment-to-moment behavior during a problem-solving activity. A total of 63 seven-year-old children and their parents participated in the study. Mothers and fathers worked separately with their children on a microcomputer activity, and these activities were recorded and coded to ascertain children's help-seeking and parents' tutoring behaviors. The results indicated that mothers and fathers adjusted their tutoring strategies according to a contingent-shift rule--parents offered more specific support when the children failed and offered less specific support when the children succeeded in their attempts to solve the task. Mothers' and fathers' modulation of their level of tutoring were not different and were not influenced by the sex of the children. Neither boys nor girls were more likely to seek help from their same-sex parent than from the opposite sex parent. (Contains 26 references.) (MDM)

ED 411 944 PS 025 638

Richardson, Rita C.; Evans, Elizabeth T.
Social and Emotional Competence: Motivating Cultural Responsive Education.
PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Conference and Exhibit of the Association for Supervision and Curriculum Development (52nd, Baltimore, MD, March 22-25, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cultural Awareness; Culturally Relevant Education; Elementary Secondary Education; *Emotional Adjustment;

context of the National Curriculum (Sue Tuckwell); (5) factors affecting the changing relationship between work and family responsibilities (Peter Moss); (6) how the pattern of employment varies between men and women and across different household types (Jonathan Wadsworth); (7) the media's perception of the two major political parties' attitudes to family issues (Mary Ann Sieghart); (8) a clinical viewpoint of the role of fathers (Paul Brown); (9) growing concerns about absent fathers (Janet Walker); and (10) an action agenda for policy and practice which suggested serious examination of relationship education, strengthened connections between work and family, strengthened family support services, examination of divorce laws, and formation of a high-level group to review the purpose of marriage. (David French). (KB)

ED 411 962 PS 025 798

York, Stacey
Roots & Wings: Affirming Culture in Early Childhood Programs.
PUB DATE- 91
NOTE- 204p.; For Trainer's Guide, see ED 348 157.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Activity Units; Cross Cultural Studies; *Cultural Activities; *Cultural Awareness; Cultural Differences; Cultural Maintenance; *Culturally Relevant Education; Culture Contact; Early Childhood Education; Intercultural Programs; *Learning Activities; *Multicultural Education
IDENTIFIERS- Cultural Experience; *Cultural Sensitivity; *Cultural Studies; Multicultural Materials

Noting that the concept of America as a "melting pot" ignores the differences that make individuals unique, this book provides a perspective of how culture influences life in the classroom, and the importance of maintaining culture in the lives of young children by means of multicultural education. The book provides over 60 hands-on activities for children that shape respectful attitudes toward cultural differences, and examples of ways culture affects behavior and routines in the classroom, including strategies for responding in respectful ways, ideas for integrating cultural awareness, and recommendations for staff training in multicultural education. Chapter one provides an introduction to the book and a rationale for multicultural education. Chapter two provides a definition of multicultural education, its importance, and goals. Chapter three provides guidance in "implementing multicultural education," while chapter four addresses integrating multiculturalism in the teaching and classroom environment. Chapter five provides "activities for teaching children about culture" in areas such as skin color, physical characteristics, similarities and differences, and social skills. Chapter six provides ideas for using "holidays and celebrations" in multicultural education. Chapter seven addresses "children's awareness of differences," including cultural awareness and prejudice formation. Chapter eight addresses "culturally responsive care and education" and describes culturally related child rearing patterns and dealing with ongoing problems. Chapter nine addresses "talking to children about differences" as empowering and as an agent of change. (Author/SD)

ED 411 963 PS 025 799

Chapter 1 of the book, "Studying Child Development in Kpelle Society," introduces the general approach to the study. Chapter 2, "Cultural Routines for Children's Development," describes a theory of child development incorporating cultural routine and "culture as information" as core concepts. Chapter 3, "The Research Setting," describes earlier research with the Kpelle of Liberia, the principal research site, and Kpelle cultures. Chapter 4, "Kpelle Work," presents an emic characterization of work, focusing on the social machinery in rice cultivation. Chapter 5, "Parents, Children, and Make-Believe," examines stories that parents and young children tell about each other, how children participate in household activities, parents' expectations for children, and the open spaces in the village where children engage in pretend play and observe adults. Chapter 6, "Games and Models," describes experiments to identify cognitive skills transmitted in playing games. Chapter 7, "Dances, Songs, Stories, Proverbs, and the Acquisition of Values," discusses transmitting character through morally loaded texts. Chapter 8, "Children's Work," focuses on children's work which provides a direct way to learn adult responsibilities and acquire adult competencies. Chapter 9, "Apprenticeship and Bush School as Formal Education," discusses learning various skills and the initiation process. Chapter 10, "The Kwii Way," addresses social change, Kpelle adaptation to formal education, and purposes of enculturation. Contains approximately 250 references. (KB)

ED 411 979   PS 025 830

Grundmann, Matthias
Exploring Pattern of Socialisation Conditions and Human Development by Nonlinear Multivariate Analysis.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Individual Development; *Models; *Multivariate Analysis; Research Methodology; *Research Problems; Research Tools; *Socialization; *Statistical Analysis
IDENTIFIERS- Nonlinear Models; Nonlinear Transformations

Following the assumptions of ecological socialization research, adequate analysis of socialization conditions must take into account the multilevel and multivariate structure of social factors that impact on human development. This statement implies that complex models of family configurations or of socialization factors are needed to explain the variance in developmental paths and outcomes. This paper describes a method for exploring, describing, and constructing patterns of socialization conditions for human development. Socialization data from a longitudinal sample of 121 urban Icelandic children are used to illustrate how typical methodological problems (irregularities of shape, dispersion, multilinearity, multidimensionality) in socialization data can be solved by nonlinear multivariate analysis. The paper claims that such analysis optimizes the distribution of variables, reduces the complexity of data by minimizing loss of variance, and provides a successful exploratory analysis. Thus, central methodological problems that can arise from the measurement and the interference between socialization data can be solved. (EV)

381 261; for volume 3, see ED 394 699, and for volume 4, see PS 025 849.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Agency Cooperation; Child Health; Community Cooperation; Community Development; *Contracts; Cooperative Planning; Coordination; Government Role; *Health Maintenance Organizations; Health Programs; Health Services; *Infant Mortality; Prevention; *Proposal Writing; *Public Health; Resources
IDENTIFIERS- *Healthy Start Program; Maternal and Child Health Services; Maternal Health; Medicaid

The Healthy Start Initiative is a national 5-year demonstration program that uses a broad range of community-driven, system development approaches to reduce infant mortality and improve the health and well-being of women, infants, children, and families. This volume, fifth in the series, deals with the topic of collaborating with managed care organizations. The book is designed to assist Healthy Start projects and their subcontracting service providers in developing proposals and entering into contracts with health maintenance organizations (HMOs) that serve Medicaid clients. It is designed to help these organizations: (1) understand and evaluate the needs and responsibilities of HMOs; (2) evaluate the capabilities of the Healthy Start project and its subcontractors; (3) identify the specific needs of targeted HMOs, and evaluate and adapt the organizational structure and services of the Healthy Start project and its service providers to meet those needs; (4) develop and market a managed care proposal; and (5) propose and negotiate a managed care contract. This report has 11 chapters: (1) "Introduction"; (2) "HMOs: The Basics"; (3) "Your State's Medical Managed Care Program and Opportunities for Healthy Start"; (4) "Factors Influencing an HMO's Willingness to Contract with a Healthy Start Project"; (5) "Becoming an Attractive Partner to HMOs"; (6) "Preparing To Act as a Contractor to HMOs"; (7) "Strategic Planning: How To Decide What Services To Offer to HMOs"; (8) "Developing and Marketing a Managed Care Proposal"; (9) "Proposing and Negotiating a Contract"; (10) "Ongoing Issues"; and (11) "Conclusion." Five appendices contain a glossary of terms, annotated HMO-Healthy Start Project contracts, a Healthy Start Project subcontractor agreement, a list of state Medicaid directors, and state maternal and child health contacts. (LPP)

ED 411 996 PS 025 851

Morris, Amanda Sheffield
Child and Parental Report of the Parent-Child Relationship as Predictors of Behavior and Emotional Problems in Preschool Children.
PUB DATE- 97
NOTE- 5p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Behavior Problems; Child Rearing; Childhood Attitudes; Early Experience; Individual Development; Mothers; Parent Attitudes; *Parent Child Relationship; Parent Influence; *Parent Role; *Predictor Variables; *Preschool Children;

Staff Development; Teacher Role; Teaching Methods; Thinking Skills; Units of Study
IDENTIFIERS- Future Problem Solving Program

Based on the belief that giving students opportunities to think and solve problems independently is the best way to help them enjoy learning, this book provides guidelines and learning activities to help students in grades kindergarten through 8 to solve problems in all subject matter areas of the curriculum. Chapter 1 provides a rationale for teaching problem solving. Chapter 2 includes explanations and illustrations of five groups of thinking skills and a model to help students solve multi-step problems. Chapter 3 provides challenging units for primary-level students, emphasizing math and science and focusing on inference and deduction, and on learning how to experiment. Chapter 4 activities integrate intermediate-level language arts and social studies with art, science, math, and performance; this chapter includes activities on advertising techniques, historic homes, and writing different types of letters. Chapter 5, units for middle-level students, incorporates elements of the Future Problem Solving program and includes designing a model country and taking a vicarious trip across the United States. Chapter 6 explores approaches that schools and districts with diverse populations have used to integrate thinking and problem solving into the curricula, including involving parents and community. Chapter 7 discusses effective staff development, including school personnel roles and characteristics of successful programs, and contains an outline of a 60-hour training program to help staff infuse thinking skills and problem solving into the curriculum. Each chapter contains references. Appended are additional resources and sample activities. (KB)

ED 412 014 PS 025 882

Ekholm, Bodil; Ellstrom, Eva
Kop- och saljsystem inom barnomsorgen: Konsekvenser for Personal, Foraldrar och barn (A New Charging System in Child Care: Consequences for Personnel, Parents, and Children).
PUB DATE- 97
NOTE- 139p.
LANGUAGE- Swedish
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Child Caregivers; *Day Care; *Day Care Centers; Early Childhood Education; *Educational Policy; Foreign Countries; Parent Attitudes; Policy Formation; Teacher Attitudes
IDENTIFIERS- *Child Care Costs; Sweden

The aim of this study was to examined the impact of a new charging system in child care in two different Swedish municipalities, on personnel, parents, and children. Four day care centers situated in different socioeconomic areas were studied. A qualitative approach was used, and data were collected by means of interviews and a questionnaire. Individuals at different levels in the organization, managers in the municipal government, and managers and personnel in the four day care centers were interviewed. Some of the parents of children in the centers were also interviewed and completed a questionnaire. The primary findings indicated that personnel had no opportunity to influence the decision to introduce the new system. Child care personnel interpreted the change as implying that they had more control over parents concerning punctuality and described this new role as being difficult and negative. Consequently, child care center personnel gradually adapted both the rules and their behavior toward parents in a

Multi-Age Teaming (MAT) programs were implemented at Crabapple and McNair Middle Schools in Fulton County, Georgia, in the fall of 1993, and at Camp Creek Middle School in the fall of 1994. An important goal of these programs was the creation of school families within schools with multi-age teams of sixth-, seventh-, and eighth-grade students. At Crabapple, the primary goal was to enhance self-esteem; whereas at Camp Creek and McNair, the primary goal was to raise academic achievement. Program evaluation began at Crabapple in 1993, and evaluation began at Camp Creek and McNair in 1995. The evaluation designs at all sites involved quantitative methods, including analysis of Iowa Test of Basic Skills (ITBS) scores, Coopersmith Self-Esteem Inventories (CSEI) results and attendance and behavior referral data; and qualitative methods, including surveys and interviews conducted with parents, students, and teachers. This progress report discusses the results of the evaluation. For Crabapple and Camp Creek, quantitative results are given for achievement assessed by the ITBS, for self-esteem as assessed by the Coopersmith results, and for student affect through absenteeism and disciplinary referral records. Data for McNair had been collected but not yet analyzed. Qualitative results from interviews covered multi-age grouping, self-esteem, peer mediation, interdisciplinary teaching, scheduling, and hands-on learning. For Crabapple, three years of survey results are given. Survey results for Camp Creek and McNair were not yet available. (Contains 3 figures and 6 tables.) (LPP)

ED 412 030   PS 025 922

Elmore, Randy; Wisenbaker, Joseph
Evaluation of Multi-Age Team (MAT): Implementation at Crabapple Middle School: Report for 1995-1996.
PUB DATE- 96
NOTE- 27p.; For 1994-95 report, see PS 025 920. Paper presented at the Annual Conference of the National Middle School Association
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cooperative Learning; Critical Thinking; Elementary Education; Experiential Learning; Grade 6; Grade 7; Grade 8; Grouping (Instructional Purposes); Inclusive Schools; Instructional Innovation; Interdisciplinary Approach; Intermediate Grades; Junior High Schools; Middle Schools; *Mixed Age Grouping; *Multigraded Classes; Outcomes of Education; Program Evaluation; Scheduling; *Self Esteem
IDENTIFIERS- Fulton County Public Schools GA; Middle School Students

In fall 1993, administrators and faculty at the Crabapple Middle School in Roswell, Georgia, implemented the Multi-Age Team (MAT) program, creating multiage teams of sixth-, seventh-, and eighth-grade students. The project's main goal was to enhance self-esteem. Additional goals included implementation of interdisciplinary, thematic instruction; flexible scheduling; and Project Adventure, a program designed to build leadership, group relationships, and self-confidence. Other goals included the development of critical thinking, cooperative learning, hands-on learning, and inclusion grouping for learning disabled and gifted students. This 1995-96 report describes the evaluation procedures used, data collected, and the interpretation of results. The quantitative data collected for MAT and comparison students included Iowa Test of Basic Skills (ITBS) results, Coopersmith Self-Esteem Inventory (CSEI)

Ecofeminism is a theory and a movement that makes explicit the links between the oppression of women and the oppression of nature in patriarchal cultures. This means coming to terms with a number of cherished and widespread beliefs, most notably the anthropocentric assumption that humans are different from, and superior to, the rest of nature, and therefore ought to dominate it. The privileging of rationalism within environmental discourse is evidence of a patriarchal bias that relies on the historical dualization of reason and emotion (paralleling the dualization of masculine and feminine and of culture and nature). In advocating a pedagogy from an ecofeminist perspective rooted in a politicized ethic of care, this essay has a dual purpose: helping students identify and participate in issues that are locally important and personally meaningful while ensuring that they make connections between these issues and the "big picture." The point is illustrated by a discussion of the differences between teaching about, in, for, and with the environment. The initial step of helping students build healthy relationships with their local communities, human and nonhuman, should be followed by relating their lived experiences to larger, even global, issues. If environmental education is to be truly transformative, students must have both the desire and the ability to become actively involved. An ecofeminist pedagogy that has the goal of developing in students a politicized ethic of care is a sound beginning. Contains 25 references. (TD)

ED 412 047   RC 021 168

Loeffler, T. A.
Sexual Harassment and Experiential Education Programs: A Closer Look.
PUB DATE- 96
NOTE- 14p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Adventure Education; Definitions; *Experiential Learning; *Females; *Group Dynamics; Leadership Training; Outdoor Education; Power Structure; *Safety; Self Evaluation (Groups); Sexism in Language; *Sexual Harassment; Teacher Student Relationship
IDENTIFIERS- *Outdoor Leadership; Power; Sex Exploitation

Sexual harassment can be devastating and have tremendous impact on the emotional well-being, physical health, and vocational success of those who experience it. It is especially important for outdoor education program staff to proactively address sexual harassment because these programs often take place in remote locations that may make escape from a sexually harassing situation difficult or impossible; because outdoor adventure programs are often male-dominated, and intensive male bonding may create an environment that leads to violence against women; and because the power differential between outdoor adventure leaders and participants may prevent participants from objecting to or resisting sexual harassment. The Equal Employment Opportunity Commission definition of sexual harassment is divided into its three parts, and examples from adventure programs are provided to illustrate each one. Proactive strategies include developing a sexual harassment policy that includes easy reporting procedures; ensuring that

*Human Services; Migrant Education; Preschool Education; Rural Areas; *Rural Development; *Rural Education; Transportation

This publication lists 265 federal funding programs available to rural areas. The programs were selected from the Catalog of Federal Domestic Assistance, 1997, which is available online from FAPRS (the Federal Assistance Programs Retrieval System). Entries are listed under the following federal departments or agencies: Department of Agriculture, Appalachian Regional Commission, Department of Commerce, Department of Defense, Department of Education, Department of Energy, Environmental Protection Agency, Federal Emergency Management Agency, Department of Health and Human Services, Housing and Urban Development, Department of Interior, Department of Justice, Department of Labor, National Credit Union Administration, National Endowment for the Arts and National Foundation on the Arts and the Humanities, Small Business Administration, Tennessee Valley Authority, Department of Transportation, and Corporation for National and Community Service. Each entry contains the name of the sponsoring agency, program objectives, types of assistance available, uses and use restrictions, eligibility criteria, contact information, and examples of funded projects. Approximately 53 programs are directly concerned with education, training, or schools. Other subjects include child welfare, human and social services, rural and community development, health programs, housing, American Indian programs, migrant programs, law enforcement, small businesses, and water resources. A subject index is included. (SV)

ED 412 065 RC 021 206

Moberly, Heather K., Comp.
Arts and Humanities Programs in Rural America. Rural Information Center Publications Series, No. 57. Revised Edition.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131),Reference Materials - Directories/Catalogs (132)
DESCRIPTORS- Community Development; *Cultural Activities; Cultural Education; *Financial Support; Folk Culture; *Humanities; *Information Sources; *Organizations (Groups); Periodicals; Resource Materials; *Rural Areas; Rural Education
IDENTIFIERS- State Humanities Councils

This publication is comprised of bibliographic citations and lists of organizations, funding resources, and journals that provide information related to arts and humanities programs in rural America. The bibliography includes 22 annotated citations of resource guides, program descriptions, government reports, and journal articles published primarily in the early to mid-1990s. A list of organizations provides contact information for 46 state arts councils, 50 state humanities councils, 7 regional arts organizations, and 26 other national and regional organizations concerned with the arts and humanities. E-mail and World Wide Web addresses are included. Contact information and a sampling of available resources are listed for the National Endowment for the Arts and the National Endowment for the Humanities. Seven federal funding sources for the arts and humanities are briefly described, and 11 private funding sources are listed. The final section lists 14 periodicals covering the arts and humanities, some of them devoted exclusively to rural concerns. The document delivery services of the National Agricultural Library are also described. (SV)

ED 412 088 SE 060 601

Duncan, Aki
The Effect of Cultures in Eighth Grade Mathematics Classroom: A
Case Study of a LEP Student.
PUB DATE- 97
NOTE- 32p.; Senior Honors Thesis, The Ohio State University.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040)
DESCRIPTORS- Comparative Education; Foreign Countries; Foreign Students; Grade 8; *Intercultural Communication; Junior High Schools; Language Proficiency; *Limited English Speaking; *Mathematics Achievement; Mathematics Instruction; Middle Schools; *Student Adjustment
IDENTIFIERS- Japan

The fastest-growing sector of the American school population is the limited English proficient (LEP) students, those students whose native language is not English. When mainstreamed they are usually enrolled in physical education, art, and music classes first. The students then enter mathematics classes under the assumption that mathematics is computation-bound and easier to manage. These students are a new challenge to mathematics teachers who are incorporating new ideas of teaching and learning presented in the reformed state mathematics curricula. This is a case study of an eighth-grade LEP student from Japan. The purpose of the study was to examine the effects that culture and language have in the mathematics classroom: What factors influence the adjustment and experience of the student in the new school setting and enhance his or her achievement in mathematics? Data were collected over five weeks in the form of field notes of observation and interview and also various mathematics-related artifacts. Findings indicate that factors such as teaching differences between cultures, communication, and method of assessment and evaluation greatly influence the adjustment and experience of the LEP student in American classrooms and achievement in mathematics. Contains 31 references. (PVD)

ED 412 089 SE 060 602

Boland, Pat, Ed.
Gender-Fair Math. Equity in Education Series.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 95
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reference Materials - General (130)
DESCRIPTORS- Elementary Secondary Education; Mathematical Aptitude; *Mathematics Achievement; Mathematics Instruction; *Sex Bias; *Sex Fairness; *Sex Role; Sex Stereotypes; *Womens Education

This booklet is designed for both families and educators because the work of encouraging girls in math begins at birth and continues throughout the school years. Cooperative interaction must be provided in order to equip girls with the best chance possible to succeed at mathematics. This booklet provides information about the harmful and lasting effects on girls and boys of gender-role stereotyping. It helps administrators, teachers, and families as they develop ways to reduce gender-role stereotyping and encourage K-12 girls in math. The booklet

Content" (Joanne E. Snow); (24) "Library and Writing Assignments in an Introductory Calculus Class" (John R. Stoughton); (25) "Teaching Mathematics within the Writing Curriculum" (David T. Burkam); (26) "Writing about Proof" (Keith Hirst); (27) "Using Writing To Improve Student Learning of Statistics" (Robert W. Hayden); (28) "Integrating Writing into the History of Mathematics" (Dorothy Goldberg); (29) "Writing To Learn and Communicate Mathematics: An Assignment in Abstract Algebra" (Anne E. Brown); (30) "Writing in a Non-Euclidean Geometry Course" (Richard S. Millman); and (31) "The Essay as a Cognitive Map" (James V. Rauff). (ASK)

ED 412 109   SE 060 655

Leitzel, James R. C., Ed.
A Call for Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics. An MAA Report.
PUB DATE- 91
NOTE- 64p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Educational Change; Educational Improvement; Elementary Secondary Education; Mathematics Education; *Professional Development; Relevance (Education); *Standards
IDENTIFIERS- Mathematical Association of America; *NCTM Professional Teaching Standards

As educators entered the 1990s, the mathematics and mathematics education communities recognized and are responding to the call for dramatic changes in school mathematics. There is an overwhelming consensus that students in this decade and beyond will develop "mathematical power" only if they are actively involved in doing mathematics at every grade level. Such substantive changes in school mathematics will require corresponding changes in the preparation of teachers. This document calls for change in how and what mathematics is taught to prospective teachers in collegiate courses, and change in the amount of mathematics preparation now required for the certification of teachers of school mathematics at all levels. To change the teaching and learning of mathematics in U.S. schools, the preparation of teachers must also include developing an understanding of students as learners of mathematics, obtaining appropriate background in mathematical pedagogy, and constructing suitable classroom environments to foster learning by all students. (ASK)

ED 412 110   SE 060 656

Kenschaft, Patricia Clark, Ed.; Keith, Sandra Zaroodny, Ed.
Winning Women into Mathematics.
PUB DATE- 91
NOTE- 88p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- Educational Change; Elementary Secondary Education; Equal Education; Mathematics Anxiety; Mathematics Education; *Sex Differences; *Sex Discrimination; *Womens Education
IDENTIFIERS- Mathematical Association of America

Mathematics is an auspicious discipline for young people of both sexes and all ethnic groups. This booklet aims to help members of the Mathematical Association of America (MAA) and others to increase future participation of women in mathematics, to

ED 412 130 SE 060 709

The Structure of the Atom: Teacher's Guide Levels A, B, and C. Preliminary Limited Edition.
PUB DATE- 97
NOTE- 95p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Concept Teaching; Curriculum Guides; Elementary Secondary Education; Hands on Science; Higher Education; Learning Activities; Learning Modules; Mathematical Concepts; *Physics; Science Education; *Science Materials; Science Process Skills; Scientific Concepts

This is a two-part curriculum package for teaching the structure of atoms. The first part--the Teacher's Guide--contains information necessary for using the equipment in a typical classroom including learning goals, vocabulary, math skills, and sample data for each activity. The second part of the package consists of photocopy masters for a set of student activity guides, a cut-and-paste quiz builder, and scoring rubrics for assessment of those activities. The photocopy masters are designed for copy and use in the classroom. Most experiments have three skill levels to accommodate students from a wide range of grades and abilities. Level A activities lead students through a basic understanding of atomic structure and atomic bonding. Students learn about the role of atoms as nature's building blocks. In Level B, the same concepts are introduced as in Level A but at an accelerated pace and in greater depth. Both levels use the Atom Building Game to reinforce concepts through visualization and manipulation. Level C builds on concepts introduced in Level B, with atomic and nuclear applications: atomic spectra and nuclear decay. The Activity Guides are written to provide a framework for encouraging students to observe and learn science process skills as well as content. (PVD)

ED 412 131 SE 060 711

Haven, Kendall
Stepping Stones to Science: True Tales and Awesome Activities.
PUB DATE- 97
NOTE- 157p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Biological Sciences; Chemistry; Class Activities; *Curriculum Enrichment; Earth Science; Electricity; Elementary Education; Elementary School Science; Experiential Learning; *Hands on Science; Instructional Materials; *Learning Activities; Physical Sciences; Science Instruction; *Science Process Skills; Scientific Concepts; *Story Reading
IDENTIFIERS- Archimedes; Clark (Eugenie); Darwin (Charles); Franklin (Benjamin); Galileo; Goddard (Robert); Goodyear (Charles); Jackson (Shirley); Mendel (Gregor); Mitchell (Maria); Newton (Isaac); Wright Brothers; Wright (James)

Science is filled with moments of long-sought understanding, and smaller moments of personal insight and victory. Thirteen such moments from physical, biological, and earth sciences appear in this book of stories. They each link well with the primary science curriculum. Each demonstrates the "doing" of science in

(14) "The Structure of State Governments"; (15) "A View From Space"; (16) "Overlay: European Political Boundaries"; (17) "Perspective Overview Map of Germany"; (18) "Overlay: German Political Map"; (19) "German Waterways"; (20) "The Federal Highways"; and (21) "The Federal Railway System." (EH)

ED 412 151 SO 027 657

Blankenship, Glen; Muller, Martina, Ed.
A Kid Like Me Across the Sea: A Look into the World of a German Child. Update, 1995. Social Studies Grades 3-4. 2nd Revised Edition.
PUB DATE- 95
NOTE- 194p.; For related documents, see SO 027 656, SO 027 658, SO 027659, and SO 029 025-027. Color transparencies not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Elementary Education; Foreign Countries; *Geographic Concepts; *Geography Instruction; Grade 3; Grade 4; *Human Geography; Maps; Multicultural Education; Physical Geography; *Social Studies; Teaching Guides; World Geography; World History
IDENTIFIERS- *Germany

This packet is a primary/elementary instructional package targeted at grades 3-4. The four lessons address physical and cultural geography, basic needs, community services and community helpers, transportation and communication, and political symbols. The materials focus on a comparative U.S./German perspective. The lessons include: (1) "Germany in the World"; (2) "The People of Germany"; (3) "Neighborhoods and Communities in Germany"; and (4) "Political and Cultural Symbols of Germany." Numerous activities accompany each lesson with handouts and transparencies for use. There are 48 transparencies in this packet correlated to the four lessons. (EH)

ED 412 152 SO 027 658

Blankenship, Glen
Communities and Regions in Germany, Social Studies Grades 3-4
PUB DATE- 95
NOTE- 80p.; For related documents, see SO 027 656-659, and SO 029 025-027. Audiotape, slides, and transparencies not available from EDRS.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Elementary Education; Foreign Countries; *Geographic Concepts; *Geography Instruction; Grade 3; Grade 4; Human Geography; Maps; Multicultural Education; Physical Geography; *Social Studies; Teaching Guides; World Geography; World History
IDENTIFIERS- *Germany

This packet is a primary/elementary instructional package targeted at grades 3-4. The lessons are presented as a travelogue, stressing basic map and globe/geography skills and presenting case studies of communities (cities/towns/villages) across Germany. The materials focus on a comparative U.S./German perspective. The lessons include: (1) "Germany in Numbers: Size, Population, and Landscape"; (2) "The German national sample of students in grades 4, 8, and 12. Results of the survey indicate a general lack of competency in the area of U. S. history, especially when compared to other areas sampled in the 1990s by the NAEP. Demographics, institution-type, and teaching style all seemed to play a role in the determining student performance on the survey. The Digest offers recommendations for improving comprehension, recall, and interest in U.S. history. (KCM)

ED 412 174   SO 028 781

Boyer, Candace L.
Using Museum Resources in the K-12 Social Studies Curriculum. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Community Resources; Educational Resources; Elementary Secondary Education; Exhibits; Folk Culture; *Heritage Education; *Material Culture; *Museums; *Realia; *Social Studies
IDENTIFIERS- ERIC Digests

This ERIC Digest promotes the use of museums as social studies teaching resources. Because of the wealth of information and the breadth of scope of material found in museums, they can be invaluable as resources for the classroom as well as for tours. The guide covers the recent trend of museums catering to the educator through the development of lesson plans, brochures, student classes, newsletters, videos, and even traveling outreach persons. The Digest identifies a wide variety of materials available both on- and off-site, including five specific web-sites. (KCM)

ED 412 175   SO 029 025

Blankenship, Glen; Hutcheson, Gwen
Images of Germany: Past and Present. A Film Collection, Series II Instructional Activities.
PUB DATE- 95
NOTE- 37p.; For related documents, see SO 027 656-659, and SO 029 026-027.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Area Studies; Civics; Cultural Education; Culture; Elementary Secondary Education; Filmographies; *Films; Foreign Countries; *Geographic Concepts; *Geography Instruction; Human Geography; Instructional Films; Maps; Multicultural Education; Physical Geography; Social Studies; World Geography; World History
IDENTIFIERS- Germany

This booklet offers classroom activities for use with 15 social studies-related films for teaching about Germany. The series of place within science. All five teachers described science in a mechanistic, experiment-driven way, akin to the traditional masculinist representations of the domain. (Contains 33 references). (SM)

ED 412 194 SP 037 566

Hicks, Jean Wolph
The Promise of Community in Professional Development.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Collegiality; *Constructivism (Learning); Higher Education; Inservice Teacher Education; Interpersonal Relationship; Leadership Responsibility; *Professional Development; Secondary Education; Secondary School Teachers; Summer Programs; Teacher Attitudes; Teacher Collaboration; *Teacher Improvement; *Writing Improvement; *Writing Workshops
IDENTIFIERS- *Learning Communities; *National Writing Project

This paper examines a Midwestern site of the National Writing Project for teachers, a professional development summer institute that fosters collaborative learning, increases teacher confidence and enthusiasm, and promotes reflection. The examination involves observations of and interviews with 19 Midwestern Writing Project (MWP) participants and field notes of daily activities. The paper analyzes how groups of people become learning communities, suggesting how educators might adapt such strategies to support professional development that empowers teachers to make and sustain change. The MWP fosters a learning community because it includes common themes and a sense of purpose, reduces isolation, increases faculty-student interaction, provides continuity and integration in the curriculum, and offers group identity and cohesion. MWP characteristics that promote community include small size, nurturing environment, rituals and norms, social construction of knowledge, and multiple perspectives. Relationships between members are typical of learning communities (e.g., interdependence, egalitarianism and collegiality, trust, caring, and respect). The MWP director acts as the standard bearer, catalyst in linking relationships, caretaker, and guide. The nature of learning in the MWP is like that of a learning community, with intellectual interaction, nontraditional interaction, collaboration, relevance, and a learner-centered focus. (Contains 92 references). (SM)

ED 412 195 SP 037 570

Liv and Lucky in Liverland. . . Color Us Healthy! A Workbook about Your Liver = Un Cuaderno de trabajo sobre tu higado.
PUB DATE- 95
NOTE- 25p.; Funded by a grant from the SmithKline Beecham Foundation.
LANGUAGE- English; Spanish
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- *Child Health; *Health Education; *Hygiene; Primary Education; Workbooks; Young Children
IDENTIFIERS- Coloring Books; Health Behavior; *Liver Disease

evidence for change by participating in action research. These teachers were able to make connections between theory and practice that set them apart from other teachers. (Contains 16 references). (Author/SM)

ED 412 215 SP 037 598

Powell, Barbara M.
Achievement Goals and Student Motivation in the Middle School Years: Teachers' Use of Motivational Strategies with High and Low Performing Students.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Educational Strategies; High Achievement; Intermediate Grades; Junior High Schools; Low Achievement; Mastery Learning; Middle Schools; *Motivation Techniques; Self Evaluation (Individuals); Student Attitudes; Student Evaluation of Teacher Performance; *Student Motivation; Teacher Attitudes; Teacher Evaluation; Teacher Expectations of Students
IDENTIFIERS- *Middle School Students; *Middle School Teachers

This study compared the perceptions of teachers and their students about the frequency with which the teachers used motivational strategies that supported mastery goals with both high- and low-performing students. A sample of 47 middle school teachers and their students (314 high-performing and 243 low-performing) completed teacher and student versions of the Motivational Strategy Use Questionnaire. The 27-item questionnaire measured the extent to which teachers' reports of the frequency with which they used adaptive motivational strategies agreed with the perceptions of their high- and low-performing students within the same classroom. Data analysis indicated that teachers reported using adaptive motivational strategies more frequently with high-performing students. Teachers and students differed significantly in their perceptions of the frequency with which teachers used adaptive motivational strategies. Both high- and low-achieving students reported low frequencies of teachers using motivational strategies that would support a mastery goal. Younger students tended to see their classrooms as more mastery focused than did older students. (Contains 22 references). (Author/SM)

ED 412 216 TM 026 131

Preschool Assessment Instruments.
PUB DATE- 94
NOTE- 134p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Criterion Referenced Tests; *Diagnostic Tests; Disabilities; Educational Assessment; Evaluation Methods; Identification; Norm Referenced Tests; *Preschool Children; Preschool Education; *Screening Tests; *Special Education; Technical Assistance; *Test Use; Testing Problems
IDENTIFIERS- *Nevada

This directory is intended to provide technical assistance for Nevada school districts and other evaluators of preschool children in selecting appropriate instruments to use in the research literature, and newspaper accounts of events. Over 20 people were interviewed to describe the evolution of curriculum and policy. For more than a decade, California has been considered a leader in curriculum reform, and by the 1990s, the state had developed frameworks in all core subject areas. These frameworks passed through several versions, with particular controversy associated with the language arts framework. The language arts framework was not associated with improved reading achievement and was characterized in the public mind as an expensive experiment. Similar concerns were expressed about the mathematics framework, but science reform has largely stayed out of the limelight of controversy. Parallel to the backlash to the frameworks has been a backlash to performance-based assessment in California, as evidenced by the dissatisfaction with the California Learning Assessment System. Public concerns about professional development and other educational policies have also threatened the promising start California made in the 1980s. Political changes have splintered state leadership and policy direction, until the comprehensive curriculum-driven reform movement is at a crossroads. (Contains 35 references.) (SLD)

ED 412 234   TM 027 463

Hermes, Mary
Research Methods as a Situated Response: Towards a First Nations' Methodology.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *American Indians; *Anthropology; *Community Involvement; Cooperation; *Curriculum Development; *Ethics; Ojibwa; *Research Methodology; Researchers
IDENTIFIERS- Experts; Reflective Practice; Researcher Role; *Researcher Subject Relationship

This essay is an attempt to continue the reflective element that was a part of a dissertation based on a study of the development of a culturally relevant curriculum in a tribal school. As a reflective retrospection on the anthropological research methodology, it examines the intersection of academic research traditions, the traditions of the Ojibwe people who were the subject of the research, and the personal traditions of the researcher, herself a Native American. The work of many American Indian scholars leads to the concept of a Native American-oriented, or First Nations, ethic for research, in which research emphasis shifts from research for the sake of the study to research for the sake of the community in which it is situated. The exploitative role of the anthropologist has long been criticized, and it was a particular concern for the researcher to be identified within the research project as other than an all-knowing expert. Reciprocity and mutual respect were intended to be an integral part of the research approach. The dissertation then grew from being a part of discussions to taking action with community members. (Contains 36 references.) (SLD)

ED 412 235   TM 027 464

Riggs, Iris M.; Sandlin, Ruth A.; Scott, Linda, D.; Childress, Linda; Mitchell, Douglas, E.
The New Teacher Portfolio: A Bridge to Professional Development.

development of a system of relational diagnosis to be incorporated into the American Psychiatric Association's diagnostic system, that of the Diagnostic and Statistical Manual (DSM). One of the more intriguing components of this effort is the Global Assessment of Relational Functioning (GARF), which purports to assess the functioning of relational units along dimensions of problem solving, emotional support, and organization. Unfortunately, to date little meaningful reliability data exist concerning this scale. In this study, 64 couples were videotaped while they attempted to resolve their most serious relational problem. Twelve advanced graduate students in training rated the interactions, using the GARF scaling presented in DSM-IV. Results revealed statistically significant, although clinically unsatisfactory, interrater reliability (r=0.43). Results are discussed in terms of the work remaining on the development of the GARF before it is ready for inclusion in a future DSM, and the importance of psychometric properties such as reliability in the development of the GARF and their tests of relational functioning. (Contains 16 references.) (Author/SLD)

ED 412 254   TM 027 528

Kovaleski, Joseph F.
Assessment of Level of Implementation of the Essential Elements of the IST Process.
PUB DATE- 94
NOTE- 10p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Check Lists; Elementary Secondary Education; Evaluation Methods; Intervention; Program Evaluation; Program Implementation; *Rating Scales; State Programs; Student Placement; Teaching Methods; *Training
IDENTIFIERS- *Instructional Support; *Pennsylvania

This instrument is designed to help school administrators assess the level of implementation of the essential elements of the Instructional Support Teams (IST) process in Pennsylvania. The instrument is a rating sheet, or checklist, on which the presence and absence of components of the IST process are noted. The number of features in place is summed and used to make up a score of implementation level. The first section of the rating sheet is an assessment of the presence of training features, beginning with the action plan for IST and the training of the principal and support teacher. The final item in the rating of training implementation is that the school has provided overviews of IST to all faculty, with emphasis on those who regularly participate in IST activities. The second section deals with implementation features, beginning with the composition of the IST and the assignment of personnel. Student identification is to be examined, and assessment philosophy and techniques are questioned. Aspects of interventions are listed, and whether or not students are referred for multidisciplinary evaluation is questioned. The totals for training and IST implementation are added for an implementation score for the school. Following the steps of the checklist should ensure conformity to IST guidelines. (SLD)

ED 412 255   TM 027 532

Bierschenk, Bernhard
Cycles and Oscillations in Text Processing. No. 62.
PUB DATE- 97

(Mathematics); National Surveys; *Participation; *Research Methodology; Sampling; Selection; Telephone Surveys
IDENTIFIERS- *Current Population Survey; *National Household Education Survey

The National Household Education Survey (NHES) is a data collection system of the National Center for Education Statistics that is designed to provide information on educational issues that can best be studied through contacting households rather than educational institutions. This report compares the information collected through telephone interviews by the NHES on adult education in 1991 and 1995 with that collected through the Current Population Survey (CPS) of the Bureau of the Census at 3-year intervals between 1969 and 1984 and in 1992. Included in the study were examinations of population coverage and the selection of adults for interviews, survey nonresponse, the use of proxy reports of adult education participation, and survey context. In the NHES in 1991, 60,314 households were screened, and the total number of adult interviews completed was 12,568, a figure that included 9,774 adults who participated in adult education within the preceding 12 months. In 1992, approximately 57,000 households were interviewed for the CPS, a monthly survey of households. Estimates of adult education participation provided by the CPS are substantially lower than those from the NHES. The 1984 participation estimate from the CPS was 14% and the 1992 estimate was 21%. Differences in CPS and NHES estimates range from 13 to 20%. Examination of methodological, operational, and definitional issues that might account for the differences suggest that NHES figures are more accurate, although even these figures may underestimate participation. Reasons for the discrepancies are discussed. An appendix presents adult education participation items from the surveys. (Contains 9 tables and 37 references.) (SLD)

ED 412 273 TM 027 624

Staff Employed at School and Central Office Levels. Maryland Public Schools, October 1996.
PUB DATE- 97
NOTE- 49p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Administrators; Elementary Secondary Education; Enrollment; Librarians; *Public Schools; School Districts; *School Personnel; Special Education; State Departments of Education; Tables (Data); Teacher Salaries; *Teacher Student Ratio; *Teachers
IDENTIFIERS- *Maryland

These tables describing employees of the Maryland public schools are derived from information provided by the state's 24 local education agencies to the Maryland State Department of Education. All positions, with the exception of temporary and hourly personnel and contractual personnel with less than a full year contract, are to be included. Instructional personnel include teachers, therapists, guidance counselors, school psychologists, principals, vice principals, school librarians, and teacher aides. Of the state's 88,466.3 public school employees, 62,499.1 are instructional. Teachers and therapists make up 49,059.5 of these positions. The following tables present information about Maryland public school personnel: (1) "Staff Employed in All Positions"; (2) "Staff Employed by Position"; (3) "Two-Year Comparison between Staff Employed in

NOTE- 58p.; "In collaboration with Solange Carton, Margaret Evans, Samia Meziane, Naoko Moriyoshi, Ian Schmidt."
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Admission (School); College Bound Students; *College Entrance Examinations; Comparative Analysis; Cross Cultural Studies; Developed Nations; Educational Attainment; Foreign Countries; *High School Students; High Schools; Higher Education; *International Education; *Student Educational Objectives; Test Construction; *Test Use; Vocational Education
IDENTIFIERS- *Exit Examinations; France; Germany; Japan; United Kingdom

The roles of exit examinations (high school exit) and college entrance examinations in four industrialized countries are described. Information was obtained from reviews of educational systems and interviews with small samples of students (at least seven or eight students), parents, and teachers during 1993. All four countries studied, Japan, Germany, France, and the United Kingdom, are experiencing a common problem in that their universities, built to educate a moderate percentage of the population, are being asked to accommodate increasing numbers of students. They are left with the alternatives of restricting enrollments to make the universities more elitist or expanding enrollments and watering down the value of the university degree. In all of these countries, entrance and exit examinations are based on a curriculum established by ministries of education. These examinations are closely tied to what students have studied in school. Parents and students expressed satisfaction with the examinations overall, although they noted problems with strong reliance on examinations. They were unable, however, to suggest more desirable procedures. Regardless of the approach taken by governments in these four countries, it seems likely that the number of students selecting a vocational track will continue to lag as long as economic and social advantages of a university degree persist. (Contains 25 references.) (SLD)

ED 412 290 TM 027 824

Gray, Maryann J.; Grace, Judy D.
Enhancing the Quality and Use of Student Outcomes Data. Final Report of the National Postsecondary Education Cooperative Working Group on Student Outcomes from a Data Perspective.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 50p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Cooperation; Data Analysis; *Data Collection; Educational Research; *Evaluation Utilization; *Information Dissemination; *Outcomes of Education; *Postsecondary Education; Research Needs; Research Utilization; State Programs; Student Evaluation

The National Postsecondary Education Cooperative has sponsored two working groups on student outcomes, one exploring the issue from a policy perspective and the other, from a data perspective. This report presents the results of the data perspective case studies, discusses the strengths and weaknesses of the "state of the art" in student outcomes data, and provides Working Group recommendations for enhancing the

NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Databases; Evaluation Criteria; Foreign Countries; *Information Industry; *Information Services; Libraries; Marketing; *Optical Data Disks; Private Sector; Public Sector; Universities; User Needs (Information); Vendors
IDENTIFIERS- *Consumers; Government Regulation; *Russia

In spite of some problems and difficulties, the Russian information market of professional CD-ROM products is developing actively. This paper describes and analyzes practical experience in distributing professional CD-ROM databases in the Russian market, and some of its characteristic features. Analysis has shown that among the main consumers of CD-ROM titles are: state institutions; information and scientific centers of ministries and departments; municipal bodies and establishments of large cities; administrations of free economic zones; universities; large libraries; and large private concerns that provide information services and consultations. The main criteria applied by professional Russian consumers to evaluating CD-ROMs are: quality and accuracy of the information; completeness of the information; frequency of updating the information; and cost of the CD-ROM databases. The features are determined by modern Russian legislation, the rules of financial regulation and the singularity of the economic situation. In particular, there are the following features: specificity of current information requirements of the end Russian consumers; specific requirements of the distributors of CD-ROM products; the substandard forms of payment for CD-ROM titles; and others. The analysis reveals some practical reommendations which should be taken into account in the planning of commercial policy. An account of these features will allow the producers and vendors of CD-ROM products to sell professional CD-ROM databases in the Russian market more successfully. (Author/AEF)

ED 411 852   IR 056 679

Miyakawa, Takayasu
Development of Online Database Services in Japan and Perspectives on Asia.
PUB DATE- 96
NOTE- 13p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Computer Networks; Database Producers; *Databases; Electronic Libraries; Foreign Countries; Futures (of Society); *Information Industry; Information Retrieval; Information Utilization; Internet; Online Catalogs; *Online Systems; Online Vendors; *Technological Advancement; User Needs (Information)
IDENTIFIERS- Computer Use; *Historical Background; *Japan; Korea;

applications each are suited. It also addresses converting documents that exist only in paper form to Web readable pages. Two case studies illustrate the conversion of paper based documents directly to Acrobat, and the use of SGML (standard generalized mark-up language) as a basis for output. (Author/SWC)

ED 411 869 IR 056 696

Bothma, Theo J. D.
Added Value in Electronic Publications.
PUB DATE- 96
NOTE- 13p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Electronic Publishing; Electronic Text; Foreign Countries; Hypermedia; *Information Dissemination; Information Networks; *Information Processing; *Multimedia Materials; *User Friendly Interface; User Satisfaction (Information); Users (Information)
IDENTIFIERS- Links (Indexing); South Africa; *Value Added

Electronic publications are flooding the market. Some of these publications are created specifically for the electronic environment, but many are conversions of existing material to electronic format. It is not worth the time and effort merely to publish existing material in electronic format if no value is added in the conversion process. The processes by means of which value can be added include: the addition of various media such as graphics, sound, animation, and video; the inclusion of tests, games, and guided tours; the possibility of integrating a number of electronic publications; sophisticated access methods by means of hierarchical structuring, navigational aids, and hyperlinking; and sophisticated full-text search facilities. These ways to add value can be grouped together as either related to content or related to the structure of information. Publishers should take care to develop a user-friendly interface, which is both aesthetically pleasing and functional in terms of visual aspects, and gives easy access to the information. An electronic publication should be evaluated on various levels, such as content, and also technological aspects such as structural properties, the various methods provided to gain access to the information, and visual aspects. Meaningful integration of all these elements is essential for the development of a successful electronic publication. (Author/SWC)

ED 411 870 IR 056 697

Hall, Hazel; Russell, Aileen
Resource Management in the Electronic Environment: Company Library Web Pages and Collection Development Principles.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches,

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Curriculum Development; *Educational Attitudes; Educational Change; Elementary Secondary Education; Foreign Countries; *Lifelong Learning; National Programs; Program Effectiveness; Program Implementation; *Role of Education; Rote Learning
IDENTIFIERS- *Japan

Although Japanese society has long valued and practiced lifelong learning, it has not yet been successful in building an ethic that prizes learning, teaches creativity, and includes everyone. Bureaucratic and legal mechanisms undertaken in Japan to promote lifelong learning have included the establishment of Lifelong Learning Councils, a system for implementing local measures; liaisons and cooperation schemes for municipalities and prefectures; and criteria for delivering and assessing learning programs and needs. Many local governments have also subsidized "model projects" that promote lifelong learning. Despite these fiscal investments, problems of local implementation, coordination between private and public sectors, reorganization of non-formal education, and lack of administration exist. To foster lifelong learning, elementary and secondary curricula have been reformed to emphasize problem-solving and independent thinking skills, as well as cultivate children's individual needs. However, attempts to reduce school hours to help students learn more with their families have largely failed due to double schooling, or participation in cram schools. Though parents disapprove of these schools, intense competition leaves no room for lax attitudes. As a result, behavioral problems such as truancy and bullying have arisen. The ideal educational system would foster a "zest for living" in an atmosphere where children can achieve "peace of mind," working to eliminate borders between formal and non-formal education. Contains 12 references. (YKH)

ED 411 887 JC 970 471

Lee, Grace O. M.
Lifelong Learning in Hong Kong.
PUB DATE- 97
NOTE- 16p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; Continuing Education; Economic Development; Federal Regulation; Foreign Countries; *Government Role; *Lifelong Learning; Postsecondary Education; Program Implementation; Student Surveys
IDENTIFIERS- *Hong Kong; *Open Learning Institute of Hong Kong

Despite recent attempts at implementation, the government must play a more active role in promoting lifelong learning in Hong Kong. They did little until 1989, when the Open Learning Institute (OLI) was established. The OLI was innovative because it provided degree level courses for adults, without concern for prerequisite academic qualifications. Demand was high and the program was a success, despite eventual lack of government funding. Surveys about the lifelong learners revealed that the majority are unmarried employed females below the age of 35, who have become an increasingly important part of the labor force. With greater support from the government, lifelong learning programs could reduce skills shortages, promote

(Damon A. Revelas); (7) "A Job Description for Instruction: A Foundation for Developing Instructional Behaviors and Evaluation of Performance," (Ronald J. Olsen); (8) "Building Community with Part-Time Faculty," (Melinda Knight, Flora McMartin); (10) "Reshaping Faculty Interaction: Peer Mentoring Groups," (Lynne E. Anderson, John S. Carta-Falsa); (11) "Case Study of a Systematic Approach to Meeting the Needs of New Faculty," (Lesley H. Parker, Alex Radloff, Jennifer Weir, Marjan Zadnik); (12) "Videotaping with a Colleague: Practical Guidelines for Improving Teaching Effectiveness," (Lisa D. Morano, Joan L. Brenchley-Jackson, William E. Davis); (13) "An Assessment of Management Appraisal Systems in Master's (Comprehensive) Colleges and Universities," (John W. Murray, Jr., James O. Hammons); (14) "An Exploratory Study of the Faculty-Developer-Client Relationship," (Christine A. Stanley, M. Erin Porter, Borbala L. Szabo); (15) "Who Gets a Sabbatical?: A Ten Year Study of Sabbatical Application Patterns at the University of Alabama, 1986-1996," (Carl H. Boening, Michael T. Miller); (16) "The Challenge of Videoconferencing: More Than Teacher Training," (Nancy Scovil); (17) "Improving Both GTA and Instructional Developer Effectiveness," (Edwin G. Ralph); (18) "Developing and Maintaining Cultural and Intellectual Enrichment Opportunities for Students, Faculty, Staff, and Community," (Samuel J. Rogal); (19) Mentoring: A Two Tier Faculty Induction Program," (David W. Van Cleaf); (20) "Evaluation in Higher Education: A Process Approach," (Damon A. Revelas, Taher A. Razik); and (21) "Is Assessment Achieving Its Potential? A View from the Front Line," (Marcie Desrochers, Kirk Stone, Idee Winfield);"Annotated Bibliography: How Feedback Affects Learning," (Kenneth A. Thompson). (ECF)

ED 411 906   JC 970 516

Ely, Eileen E.
The Non-Traditional Student.
PUB DATE- 97
NOTE- 9p.; Paper presented at the American Association of Community Colleges Annual Conference (77th, Anaheim, CA, April 12-15, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adult Learning; *Adult Students; Community Colleges; Educational Needs; Needs Assessment; *Nontraditional Students; Social Integration; Two Year Colleges

The non-traditional student, or adult learner, is making up the new majority in secondary education, creating several implications for community colleges. The average non-traditional student is an adult, age 25 or older, who has returned to school either full-time or part-time. The student must balance school with employment, family, and financial commitments, placing them "at risk," and leaving no time for extracurricular campus activities. The student generally has better grades than younger students, but takes longer to complete their studies. Active approaches to learning are most effective. The non-traditional student needs improvement of basic academic skills, information about job opportunities, decision-making and stress management skills, and identification of individual strengths and abilities. The key to the persistence of non-traditional students is social integration, fostered by faculty members, and creating a sense certain counseling departments; (3) the breakdown of communication between the president, faculty, and students; and (4) the lack of utilization of important statistics, such as data collected during the initial assessment battery. Transfer services should be consolidated, more counselors should be hired, and group counseling sessions aimed at specific majors should be considered. Another possible suggestion is the implementation of a counseling intern program. Faculty should also openly discuss transfer with students on a regular basis and utilize helpful statistics in order to promote the transfer process. Through these changes, Cerritos College can add to the quality of their current transfer program and assist more students with their educational goals and progress. (YKH)

ED 411 925 JC 970 538

Hilquist, David E.
Oakton Community College Comprehensive Annual Financial Report, Fiscal Year Ended June 30, 1996.
PUB DATE- 96
NOTE- 99p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; College Administration; *Community Colleges; *Educational Finance; Enrollment; Expenditures; Financial Audits; Financial Policy; Grants; Income; Money Management; Program Descriptions; Resource Allocation; School Demography; *School Statistics; Statistical Analysis; Tables (Data); Taxes; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

Consisting primarily of tables, this report provides financial data on Oakton Community College in Illinois for the fiscal year ending on June 30, 1996. This comprehensive annual financial report consists of an introductory section, financial section, statistical section, and special reports section. The introductory section includes a transmittal letter, a list of the College's principal officials, and an organization chart. The financial section includes the basic financial statements, balance sheets, and supplemental financial information which include the combining and individual fund financial statements and schedules, as well as the auditor's report on the financial statements and schedules. The statistical section includes selected unaudited financial and demographic information, including a history of tax levies, current fund revenues, debt levels, and student enrollment and demographic statistics. The special reports section includes financial statements for their advanced technology equipment, special populations, workforce preparation, and retirees health insurance grants, as well as enrollment schedules required by the Illinois Community College Board. Rated auditors' reports are also appended. (YKH)

ED 411 926 JC 970 539

Oakton Community College Annual Report to the Community, Fiscal Year 1996.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; *Community Colleges; *Educational

*Interpersonal Competence; *Multicultural Education; Self Esteem; Teacher Education; Teaching Methods
IDENTIFIERS- Emotional Intelligence; Multiple Intelligences

In spite of legislation to eliminate discrimination, attitudes are more difficult to change than behavior. Noting that schools have followed the letter of the law and enforced integration but may have fallen short of adhering to the spirit of the law, this paper explores methods for teaching social and emotional competence within a culturally diverse society. The paper discusses culturally responsive education and the need for educators to focus on building social and emotional competence in children and adolescents. The "Connecting with Others" program designed to assist students in developing interpersonal, intrapersonal, and emotional intelligences, and to develop tolerance and acceptance of differences is described. A sample lesson plan from the program for grades 6-8, entitled "Who Am I?," is appended. The lesson plan focuses on teaching and guided discussion, knowledge monitoring, guided practice, assessment of mastery, independent practice, evaluation and feedback, and enrichment activities. (MDM)

ED 411 945 PS 025 642

Normandeau, Sylvie; Cantin, Stephane
Children's Behavioral Characteristics and Their Ability to Detect Social Contingency.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; Aggression; *Children; Cognitive Ability; Foreign Countries; *Interpersonal Competence; Memory; Primary Education; *Prosocial Behavior; Sex Differences; Test Validity

Studies have suggested that the presence of individual differences in children's ability to detect social contingencies may be related to their behavioral characteristics, as a result of cumulative transactions with their physical and social environments. This study sought to identify behavioral characteristics associated with children's ability to detect social contingency and to validate the Detection of Social Contingency (DSC) task. A total of 87 kindergartners and 102 second graders completed the DSC, two measures of cognitive abilities, and a measure of memory span. The children's teachers completed a social behavior questionnaire. Results showed that 29 percent of kindergartners and 49 percent of second graders successfully completed the DSC task, and girls were more likely to detect social contingency than boys. Children who completed the task demonstrated a better memory span than children who did not. Children who learned the contingency rule of the DSC task were more prosocial than those who did not. Among children who were not able to learn the rule, boys were more aggressive than girls. The study shows the discriminant and convergent validity of the DSC task with both age groups. (Contains 13 references.) (MDM)

ED 411 946 PS 025 658

Graves, Michelle
Planning around Children's Interests. The Teacher's Idea Book 2.

Bhaguanji, Yash; Bennett, Tess
Great Lakes Resource Access Project: Annual Needs Assessment Report 1997-98.
PUB DATE- 97
NOTE- 74p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Child Development Centers; Childhood Needs; *Disabilities; Emotional Problems; *Needs Assessment; Parents; Parents with Disabilities; Program Evaluation; Screening Tests; Surveys; *Technical Assistance; Training; Welfare Services; Young Children
IDENTIFIERS- Developmental Assessment; Illinois; Illinois (Chicago); Indiana; Michigan; Minnesota; Ohio; *Project Head Start; *Training Needs; Welfare Reform; Wisconsin

The Great Lakes Resource Access Project (Region V RAP) serves Head Start programs in Illinois, Indiana, Michigan, Minnesota, Ohio, and Wisconsin. The Region V RAP conducts an annual needs assessment to determine the training and technical assistance needs of the Head Start Disability Services Coordinators. A survey for assessing needs for the 1997-98 academic year was used to gather data for the study. In addition to sections containing census information and general training and technical assistance needs information, this survey included sections designed to gather information regarding three salient issues: (1) children's screening and developmental assessment; (2) serving parents with disabilities; and (3) impact of welfare reform on Head Start services. Survey results (presented in 37 tables comprising the bulk of this report) indicated that in response to the specific issue of children's screening and developmental assessment, the majority of programs (75%) reported administering screening tests in the Fall. The most important selection criterion in choosing a screening instrument was that it was easy to follow. With respect to parents with disabilities, the majority of programs in all regions reported serving parents with special needs within the last year (ranging from 73% of programs in Chicago to 92% in Ohio). Parents with emotional disabilities constituted the largest group of parents with special needs (58%) served by the program. With respect to welfare reform, close to one-half of programs (48%) reported their staff's level of knowledge about welfare reform as general awareness. Program coordinators indicated their staff's greatest need to be information about possible changes in roles (76%), followed by information about possible changes in services (75%), information about collaboration with day care providers (75%), and information about the welfare reform (67%). Other training and technical assistance needs included transitioning and program performance standards. Overall, the majority of programs were satisfied with RAP services. (The survey instrument is appended.) (LPP)

ED 411 964 PS 025 800

Off to a Good Start: Launching the School Year. Excerpts from the Responsive Classroom Newsletter No. 1.
PUB DATE- 97
NOTE- 70p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

ED 411 980 PS 025 831

Krettenauer, Tobias; Grundmann, Matthias; Keller, Monika; Schmid, Christine
The Impact of Family Socialization on Sociomoral Development in Childhood and Adolescence.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Adolescents; Age Differences; Child Rearing; *Children; Comparative Analysis; Discipline; *Family Environment; Foreign Countries; Individual Development; Longitudinal Studies; *Moral Development; Parent Child Relationship; Peer Relationship; Piagetian Theory; Social Differences; *Socialization; Socioeconomic Status; Thinking Skills
IDENTIFIERS- Iceland; Parenting Styles

This longitudinal study examined effects of family socialization on sociomoral reasoning in the context of the peer and parent-child relationships. Subjects were 121 urban Icelandic children. Social class was constructed as a multinominal measure defined by the nature of work, education, authority, and responsibility of the parents in the work system. Family socialization was assessed when subjects were age 7 to include sources of parental support and control techniques. Sociomoral development was assessed through reasoning about a friendship dilemma, including issues about close friendship and promise keeping assessed at ages 7, 9, 12, and 15; and reasoning about an authority dilemma, especially parent-child and sibling relationships, assessed at ages 12 and 15 years. Results of a loglinear multivariate analysis identified two family socialization factors: (1) a supportive factor indicating a discursive, culturally oriented, person-centered, and communicative family climate; and (2) a restrictiveness factor indicating power assertive control techniques. Regression analyses revealed that sociomoral reasoning in the context of peer relationships was significantly affected by both family socialization factors at age 7, 9, and 12 years. Supportive family socialization fostered sociomoral development in the peer domain for children and early adolescents. In middle adolescence, sociomoral reasoning in the context of peer relationships was largely independent of family socialization. For 12-year-olds, sociomoral sensitivity in the context of parent-child relationships was not affected by family socialization. However, in middle adolescence, supportive family socialization appeared to foster sociomoral development and restrictive socialization tended to hinder development. (Contains 11 references.) (Author/KB)

ED 411 981 PS 025 832

Grundmann, M.; Teo, Thomas
Socialization, Intelligence, and Cognitive Competence.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English

Preschool Education; Preschool Teachers
IDENTIFIERS- Internality Externality

This study used the Parenting Puppet Interview, an age-appropriate measure of the child's perspective of the mother-child relationship, as well as maternal report of the relationship, to predict teacher reports of behavioral and emotional problems. Forty-three children, ages 4 through 6 years, and their mothers and teachers participated in this study. The Teacher Report Form and the Parent Report on Preschoolers questionnaire were also used. The study found that child and maternal reports of the mother-child relationship differentially predicted externalizing, internalizing, social, and behavioral problems. Maternal report of high hostility, but not child report, was strongly related to internalizing behavior. Maternal and child reports coordinated in associating low maternal responsiveness and demanding behavior with externalizing behavior. Low responsiveness and high hostility as reported by both mothers and children were associated with overall behavior problems. The Parenting Puppet Interview and puppet methodology were found to be successful for examining how the child's perspective affects healthy development and adjustment. (JPB)

ED 411 997 PS 025 852

Grossmann, Karin
Infant-Father Attachment Relationship: Sensitive Challenges during Play with Toddler Is the Pivotal Feature.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adjustment (to Environment); *Attachment Behavior; Children; Exploratory Behavior; *Fathers; Foreign Countries; Infants; Longitudinal Studies; *Parent Child Relationship; *Play
IDENTIFIERS- *Challenge

The developmental origins and the longitudinal consequences of the infant-father attachment bond have been studied a number of times, but for the child-father attachment relationship, different developmental factors seem to play a role. It has been suggested that the importance of the child-father relationship may lie in the domain of coping with environmental challenges rather than in the attachment domain. This study tested this hypothesis longitudinally. Within a longitudinal study of 47 families, a number of data sets were tested for antecedent and longitudinal relations to infant-father attachment patterns as compared to father's sensitivity in challenging the toddler in an interactive play situation. Only very few significant longitudinal findings emerged for infant-father attachment qualities. But a father-child play situation at 24 months proved to be a pivotal situation. A large number of antecedent and longitudinal relations emerged between attachment variables and paternal sensitivity in challenging his toddler during play. Results showed that fathers influence their child's security by their sensitivity in challenging the toddler. Thus, there was evidence for a different central assessment situation for the father-child relationship than the mother-child relationship when later assessments of the child's security or inner working model of self are concerned. (Contains 16 references.) (Author/EV) process of mutual adaptation. Differences between centers in different socioeconomic areas were identified. At centers in higher socioeconomic areas, the personnel were more service-minded than in lower socioeconomic areas, and also more eager to find solutions for the parents. The parents in the four centers were under more stress with the new system, especially those who had contracted for too little time for their children in day care. Consequences for the children were also found to vary between areas. In lower socioeconomic areas, the new system meant larger groups, longer time in day care, and change of departments. It also meant that children of unemployed parents, who stayed only 3 hours a day, missed educational activities and meals. (Author)

ED 412 015 PS 025 883

Anderson, Carol; Bassett-Anderson, Mary Kay; Gerretsen, Deborah; Robilotta, Georgine
Student Responsibility in School and Home Environments.
PUB DATE- 97
NOTE- 94p.; Master's Action Research Project, Saint Xavier University and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042)
DESCRIPTORS- Assignments; *Behavior Change; Change Strategies; Educational Environment; Elementary Education; *Elementary School Students; Homework; Intervention; Listening; Problem Solving; Self Evaluation (Individuals); Special Needs Students; *Student Behavior; *Student Improvement; *Student Responsibility
IDENTIFIERS- Self Monitoring

This action research project evaluated an intervention to improve primary, intermediate, and special education student responsibility in a middle class community located near a metropolitan area in northeastern Illinois. Participating were students in first grade, fourth grade, and communication development classes. Lack of student responsibility was documented through teacher observation and surveys, parent and student surveys, and videotapes. The resulting intervention focused on improving students' use of time, listening skills, verbal control, having needed supplies and a clean desk, finishing in-school assignments, checking work carefully, completing homework, and other behaviors suggested by students. The intervention consisted of using of a daily checklist, brainstorming using graphic organizers, practicing self-evaluation, working with peers, using positive time fillers, and completing daily assignment books. Listening activities, teacher and student role modeling, and active student involvement in making choices were also part of the intervention. Teacher, student, and parent surveys, teacher anecdotal records, daily student checklists, and video documentation were again used to assess the effects of the interventions. Post-intervention data indicated that students were developing an awareness and honesty in self-monitoring their responsibility skills. Students' critical thinking and problem-solving skills improved with their assuming ownership of their responsibility skills. Parents indicated that their children showed improvement in all areas, especially in correctly completing assigned tasks. Teachers indicated that students made major improvements in all targeted areas. (Four appendices include data collection instruments and sample instructional materials. Contains 23 references.) (KB)

ED 412 016 PS 025 889

scores, and attendance and behavior referral data. Although ITBS math computation scores of seventh-grade MAT students were lower than scores of comparison students in 1996, there was no significant difference in year three. The previous result may be linked to earlier curricular decisions. MAT students' scores on the CSEI, academic self-concept, had been lower than comparison students in grade 6 and then significantly higher than non-MAT students in grade 8. Analysis of these data suggested several interpretations. MAT students also had fewer disciplinary referrals. Qualitative data collected included responses to surveys and interviews conducted with students, parents, and teachers. Analysis of interview and survey responses indicated that most faculty believed that the MAT structure, Project Adventure, and mentoring relationships enhanced students' self-esteem. Responses also indicated that interdisciplinary teaching occurred; however, in year two, units were smaller and math appeared to be taught separately. Hands-on learning appeared to occur more frequently in the MAT teams, scheduling was flexible, and many gifted and disabled students were taught within MAT groups. (Contains 1 figure, 1 chart, and 8 tables.) (LPP)

ED 412 031   PS 025 945

Funkhouser, Janie E.; Gonzales, Miriam R.; Moles, Oliver C.
Family Involvement in Children's Education: Successful Local Approaches. An Idea Book.
PUB DATE- 97
NOTE- 153p.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Change Strategies; Elementary Secondary Education; *Parent Participation; *Parent School Relationship; Parent Student Relationship; *Partnerships in Education; *Program Descriptions
IDENTIFIERS- Barriers to Implementation; Elementary Secondary Education Act Title I; *Program Characteristics

Schools that are most successful in engaging parents and other family members in support of their children's learning look beyond traditional definitions of parent involvement--parent teacher organizations or signing report cards--to a broader conception of supporting families in activities outside of school that can encourage their children's' learning. This idea book is intended to assist educators, parents, and policy makers as they develop school-family partnerships, identifying and describing successful strategies used by 20 local Title I programs. Following an executive summary, the book notes resources for involving families in education, includes research supporting such partnerships, and describes how Title I encourages partnerships. Next, the book describes successful local approaches to family involvement in education, organized around strategies for overcoming common barriers to family involvement, including: (1) overcoming time and resource constraints; (2) providing information and training to parents and school staff; (3) restructuring schools to support family involvement; (4) bridging school-family differences; and (5) tapping external supports for partnerships. Finally, the book presents conclusions about establishing and sustaining partnerships, noting that at the same time that successful partnerships share accountability, specific stakeholders must staff understand the policy; training staff in interrupting harassment and in using nonsexist language and teaching styles; ensuring that participants understand the policy; considering the dynamics of sexual harassment when forming groups; and providing a mechanism for communicating with someone outside of the immediate situation when in remote locations. Tables present definitions of sexual harassment, effects associated with sexual harassment trauma syndrome, and sex-related names of rock-climbing routes. Contains 20 references. (TD)

ED 412 048   RC 021 169

Roberts, Nina
Women of Color in Experiential Education: Crossing Cultural Boundaries.
PUB DATE- 96
NOTE- 16p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adventure Education; Cultural Differences; Empowerment; Experiential Learning; *Females; Feminism; *Minority Groups; *Outdoor Education; Participation; Racial Attitudes; *Racial Bias; *Sex Bias
IDENTIFIERS- *Barriers to Participation; Outdoor Leadership

Outdoor adventure is stereotyped as a White, male activity. Women who participate are going against the stereotype of outdoor activities as a male domain, but women of color additionally confront the domain of race. Constraints on women generally include socialization into an ethic of care, concern for physical and psychological safety, and lack of skills and opportunities. For women of color, prejudice and marginality accentuate any injustice or inequality. Cultural behaviors, women's roles, and constraints peculiar to African American, Native American, and Mexican American women are reviewed, and implications for their participation in outdoor education are discussed. Interviews with three women--one African American, one Chinese American, and one Chicana with Navajo ancestry--concerning leadership, gender issues, and experiences of outdoor adventure participation revealed differing perspectives. However, all interviewees felt that encouraging more women of color to be role models, such as mentors in internships, and involving school systems could increase participation rates and racial and ethnic diversity in professional leadership. Women of color felt that the fact that feminism is led by upper-class White women hurts the cause. Because social power has been denied to women of color, they must learn how to use power when in positions of leadership. Many feminists speak of power-with, rather than power-over. Designing outdoor programs that build cultural connections and offer a spiritual connection with nature is discussed, as are the different effects racism has on different people of color. Contains 25 references. (TD)

ED 412 049   RC 021 170

McClintock, Mary
Lesbian Baiting Hurts All Women.
PUB DATE- 96
NOTE- 11p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English

ED 412 066 SE 060 076

Objecting To Dissection: A College Student's Handbook.
PUB DATE- 94
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Anatomy; College Science; *Dissection; *Ethics; Experiential Learning; Higher Education; *Laboratory Animals; Laboratory Procedures; Science Activities; Science Instruction; *Science Materials; *Student Attitudes; Values; Veterinary Medicine; Zoology

In a number of states, students from kindergarten through high school have won the right to refuse to dissect or kill animals and the right to substitute an alternative project. This booklet was designed to help college science students take an ethical stand by refusing to participate in dissection exercises. The booklet begins with an overview of the issue of dissection in the classroom. Guidelines to consider when raising objections to professors include voicing objections early, being calm, and suggesting alternatives. Suggestions are also given for writing letters to formally explain personal beliefs. Sample arguments in favor of dissection are followed by appropriate responses for objecting students. Several experiences of students who stood up for their beliefs are shared. Suggested alternative teaching materials include anatomical models, videotapes and slides, charts and transparencies, computer programs, and non-animal projects. The material descriptions list the names of the companies or other sources where educational materials can be obtained. Resource lists contain reference books, laboratory manuals, advanced coloring books, associations, and companies that provide alternative resources to dissection. Suggestions are offered for pursuing animal advocacy to a greater degree. (PVD)

ED 412 067 SE 060 105

Primary Mathematics. A Saxon Teacher's Resource Booklet.
SPONS. AGENCY- Saxon Publishers, Norman, OK.
PUB DATE- 97
NOTE- 39p.; Some color photos may not reproduce well.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Elementary School Mathematics; Manipulative Materials; Mathematical Concepts; Mathematics Curriculum; *Mathematics Instruction; Primary Education; Teaching Guides
IDENTIFIERS- Saxon Mathematics Series

Saxon's primary mathematics series is a "hands-on," success-oriented program which emphasizes manipulatives and mental math. The series addresses the multisensory approach to teaching. Its use enables all children to develop a solid foundation in the language and basic concepts of mathematics. Concepts are presented in carefully sequenced, small pieces called increments. New objectives are introduced through carefully selected group activities and all concepts are practiced in each succeeding lesson. Different areas of mathematics are integrated so that children can see their also offers educators and families the most current strategies that work to encourage both girls and boys in math. Mathematics instruction must seek to engage rather than exclude girls, provide more female math role models for girls to emulate, and boost girls' confidence in their ability to succeed at math. This booklet suggests strategies and activities to promote equitable math for girls but benefit all students. Strategies include how best to build math confidence, making math careers relevant, using creative teaching strategies, providing positive female role models for girls and boys, improving test-taking skills, and increasing computer access for girls. (AIM)

ED 412 090 SE 060 603

Barca, Deborah
"A Changing Planet: Cultural Worldviews and the Environment". A Curriculum Unit for Grades 5 and 6.
PUB DATE- 97
NOTE- 71p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Change; Conservation Education; Cultural Influences; *Curriculum Design; *Curriculum Development; *Environmental Education; Futures (of Society); Global Approach; Grade 5; Grade 6; Holistic Approach; Intermediate Grades; Philosophy; Student Attitudes; *Thematic Approach; Value Judgment; World Problems
IDENTIFIERS- Anthropocentrism; *Environmental Ethic; World Views

This curriculum unit is part of a larger curriculum developed around the broad theme of change. In this unit students will explore how a culture's myths and traditions reflect their environmental practices. As students actively explore environmental issues, their understandings of those issues change, which in turn fosters self-growth (i.e., change) as students reflect on their previously and newly held values. In addition to the broader questions of the larger curriculum--Can we affect change? Is change inevitable? How is change viewed?--students will be able to examine the power and authority that different cultures grant humans to manipulate and change their natural surroundings. In this process they will begin to understand the connotation of the term change and how the concept itself is only a template that is given meaning through different cultural lenses. With these three guiding questions a teacher will be able to create a context for children to question their own abilities to affect the natural world and whether these practices are consistent with their evolving environmental ethic. Contents of the unit include: (1) Rationale; (2) Organization; (3) Goals and Objectives; (4) Learning Activities; (5) Assessment; and (6) Subject Matter Overview. Also contains resource lists and samples of unit materials. (PVD)

ED 412 091 SE 060 606

Ben-Chaim, David; Fey, James; Fitzgerald, William; Benedetto, Catherine; Miller, Jane
Development of Proportional Reasoning in a Problem-Based Middle School Curriculum.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Annual Meeting of the American

better understand their present roles, and to develop a vision of a world with greater equal opportunity. Topics covered in this booklet include: (1) "Chronicle of the Committee on Participation of Women" (Patricia Clark Kenschaft); (2) "Fifty-five Cultural Reasons Why Too Few Women Win at Mathematics" (Patricia Clark Kenschaft); (3) "What Can I Do?" (Patricia Clark Kenschaft); (4) "Winning Women into Mathematics: What Is Being Done?" (Sandra Zaroodny Keith); (5) "A Century of Women's Participation in the MAA and Other Organizations" (Frances A. Novak Rosamand); (6) "Statistics: Participation of Women at MAA Section Meetings" (David Ballew); (7) "A Minority Woman's Viewpoint" (Eleanor Green Dawley Jones); (8) "A Statistical Overview of American Women Doctorates, 1988-89" (Sandra Zaroodny Keith); and (9) "Educational, Historical, and Career Information about and for Women in Mathematics" (Donald Bushaw). (ASK)

ED 412 111 SE 060 658

Guershon, Harel, Ed.; Dubinsky, Ed, Ed.
The Concept of Function: Aspects of Epistemology and Pedagogy.
MAA Notes, Volume 25.
PUB DATE- 92
NOTE- 350p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Computer Uses in Education; Educational Resources; Educational Technology; Elementary Secondary Education; *Functions (Mathematics); Mathematical Concepts; *Mathematics Instruction; *Misconceptions; Teaching Methods
IDENTIFIERS- Mathematical Association of America

The concept of function is the single most important mathematical concept studied from kindergarten to graduate school and is critical throughout the full range of education. Thus, the goals of this book are to contribute to research in learning the concept of function and to provide a resource for mathematics teachers that could help them in their instructional approaches. There are several major themes that emerge in the pages of this volume. They are concerned with conceptions and misconceptions of functions held by students and teachers; research methodology; the roles of theoretical analyses, empirical investigations and teaching practice; and the use of computers. Chapters include: (1) "Theoretical Perspectives for Development of the Function Concept"; (2) "Theory-Based Teaching Experiments"; (3) "Conceptions Held by Students and Teachers"; and (4) "The Use of Pedagogical Software". Contains 243 references. (ASK)

ED 412 112 SE 060 659

Steen, Lynn Arthur, Ed.
Heeding the Call for Change: Suggestions for Curricular Action.
PUB DATE- 92
NOTE- 260p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - General (020)
DESCRIPTORS- College Mathematics; *Educational Change; Educational Improvement; Elementary Secondary Education; Evaluation; Geometry; Higher Education; Mathematical Concepts; Mathematics Instruction; *Multicultural Education; *Statistics;

which a preeminent scientist follows the precepts of the scientific method of investigation. The stories show both the content and the process of science. In addition to the actual story test, each story includes a variety of pre-story and post-story sections to focus and heighten student enjoyment, understanding, and learning from the stories and to assist integration of the stories into science curriculum teaching. These include pre-story points to ponder, key picture-maker words, follow-up topics to discuss, activities to do, and additional reading. Subjects include flight, physics, electricity, chemistry, biological sciences, and earth sciences. Scientists include Robert Goddard, the Wright Brothers, Galileo, Shirley Jackson, Eugenie Clark, Sir Isaac Newton, Ben Franklin, and Charles Darwin. (PVD)

ED 412 132 SE 060 713

Summers, Mike; Kruger, Colin; Mant, Jenny
Teaching Electricity Effectively: A Research-Based Guide for Primary Science.
PUB DATE- 97
NOTE- 150p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Reports - Research/Technical (143)
DESCRIPTORS- Comprehension; Concept Formation; Concept Teaching; *Electricity; Elementary Education; *Elementary School Science; Elementary School Teachers; Foreign Countries; Inservice Teacher Education; *Knowledge Base for Teaching; Knowledge Level; Learning Processes; Perception; Preservice Teacher Education; Prior Learning; Science Activities; Science Instruction; Science Process Skills; *Scientific Concepts; Student Experience; *Teacher Effectiveness; Teaching Guides
IDENTIFIERS- Analogies

This book was written for practicing primary (elementary) school teachers and for anyone concerned with inservice or preservice science teacher education. The overall purpose of the book is to identify ways in which ideas about electricity and simple circuits can be taught effectively in primary school classrooms. This book is based on in-depth case studies of the teaching of electricity by three English primary school teachers in which children's understanding was investigated before and after instruction. The book describes the subject knowledge and teaching approaches that were used to develop children's understanding of this topic effectively. It also provides detailed accounts of the instruction and of the children's learning. The research identifies a set of electricity concepts that can be readily acquired by primary school teachers and taught effectively to children. Research also indicates numerous ways in which teachers can develop children's ideas successfully and some of the pitfalls to be avoided. Seven appendices contain a complete paper and pencil test, scoring procedures and criteria, a sample from interview transcripts and an example of a summary sheet, comparison of scores on paper and pencil tests with interview scores, and analogies for electric circuits and current direction. (PVD)

ED 412 133 SE 060 714

Stringer, John, Ed.
Science & Technology Ideas for the Under 8s. SATIS.
PUB DATE- 96

Landscape"; and (3) "Traveling through Germany." Numerous activities accompany each lesson with handouts and transparencies for use. There are 13 transparencies in this packet correlated to the lessons. The packet also includes an audiotape and 58 colored slides for viewing in the classroom. (EH)

ED 412 153 SO 027 659

Blankenship, Glen; Smith, Lindsey
Germany since 1945: A Focus on Berlin.
PUB DATE- 95
NOTE- 9p.; Accompanying videotape not available from EDRS. For related documents, see SO 027 656-658, and SO 029 025-027.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Foreign Countries; *Geographic Concepts; *Geography Instruction; *Human Geography; Maps; Multicultural Education; Physical Geography; Secondary Education; Social Studies; Teaching Guides; World Geography; World History
IDENTIFIERS- Germany (Berlin)

This lesson accompanies a videotape which examines some of the forces, personalities and events which shaped Berlin and the rest of Germany between 1945 and 1994. The lesson is introduced by using the videotape and uses references from the videotape for further classroom work. Worksheets for student use include "Events in Germany, 1945-1994" and "Comments About Germany 1945-1994." A handout focuses on "Some Key Dates in Berlin's Recent History." A teacher's resource list and a map of Germany conclude the lesson. (EH)

ED 412 154 SO 027 693

Miller, Barbara; Singleton, Laurel
Preparing Citizens: Linking Authentic Assessment and Instruction in Civic/Law-Related Education. Field Test Edition.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 95
NOTE- 166p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Citizen Participation; Citizen Role; Citizenship; *Citizenship Education; Educational Assessment; Evaluation Methods; *Law Related Education; *Portfolios (Background Materials); Public Policy; Secondary Education; Social Studies
IDENTIFIERS- *Authentic Assessment; Mock Trials; Political Cartoons

Intended to link civic education curriculum, instruction, and assessment, this guide is directed to those educators who are looking for ways to authentically assess students in the area of civic education. The handbook is designed to connect content and the broader goals of preparing youth to participate in democratic society. It is based on the belief that law-related education (LRE) is among the best programs to promote citizenship and reflective thinking; that current assessment practices in LRE programs are inadequate and that models of authentic assessment are needed; and, that unless authentic assessment models are developed within its framework, civic education may be in danger of being lost within the current

25-minute films are made available by Deutsche Welle Television and Goethe House New York. Lessons in the booklet include: (1) "Germany Since 1945: A Focus on Berlin"; (2) "'I'll Get You All Out of Here!' A Portrait of Oscar Schindler"; (3) "Did You Come Out of Faith or Germany? The First German Jews in Palestine"; (4) "Caught Between Hope and Fear: Political Refugees in Germany Today"; (5) "At Home Away From Home: Foreigners in Germany"; (6) "Stalin's Personal Photographer: Yevgeny Khaldiey"; (7) "Heinrich Nordhoff: Mr. Volkswagen"; (8) "Walking a Tightrope: The German Alpine Society"; (9) "Rainbow Warriors: The Greenpeace Organization"; (10) "Fields Without a Farmer: Family Farms in Germany"; (11) "Can You Have Your Trade and Learn it Too? The Vocational Apprenticeship Program"; (12) "In the Beginning Was Glass: International Summer Academy at Frauenau"; (13) "'To Make the Invisible Visible': The Impressionist Max Liebermann"; (14) "Taking His Soundtracks to the Top: Musician and Producer Harold Faltermeyer"; and (15) "A Life for Bayreuth: Wolfgang Wagner." (EH)

ED 412 176   SO 029 026

Blankenship, Glen
Germany Since Unification. Workshop Leader's Manual. An Introduction to Social Studies Instructional Resource Materials for Teaching about Germany Since Unification.
PUB DATE- 95
NOTE- 63p.; For related documents, see SO 027 656-659, SO 029 025, and SO 029 027.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Elementary Secondary Education; *Faculty Development; Foreign Countries; *Geographic Concepts; *Geography Instruction; Human Geography; Inservice Education; Maps; Multicultural Education; Physical Geography; Social Studies; Staff Development; World Geography; World History
IDENTIFIERS- *Germany

This manual is designed to offer support for the instructional resources guides on "Germany since Unification." It provides the basis for a full-day inservice training session on the use of those materials. The format can be modified to meet the needs of leaders, audiences, and time frames. Using the materials developed by teachers and sponsored by the Goethe Institute, the workshop provides participants with a familiarity for teaching about contemporary Germany. (EH)

ED 412 177   SO 029 027

Blankenship, Glen
Teaching about Contemporary Germany: Instructional Materials for the Social Studies Classroom. Correlation Charts, Content and Skills.
PUB DATE- 96
NOTE- 67p.; For related documents, see SO 027 656-659, and SO 029 025-026.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Area Studies; Civics; Cultural Education; Culture; Elementary Secondary Education; Faculty Development; Foreign Countries; *Geographic Concepts; *Geography Instruction; Human

This workbook/coloring book, on the liver and good health is designed for primary school students. The 21 line drawings illustrate different aspects of liver function, maintaining a healthy liver, and preventing liver disease. Each page is captioned in both English and Spanish. (ND)

ED 412 196 SP 037 571

Thiel, Thelma King
Primer for Teachers: Quick and Easy Liver Wellness, Hepatitis B and Substance Abuse Prevention Messages.
PUB DATE- 96
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Child Health; Class Activities; Elementary Secondary Education; *Health Education; Instructional Materials; Substance Abuse; Teaching Guides; Teaching Methods
IDENTIFIERS- Health Behavior; *Hepatitis B; *Liver Disease

This guide provides information for teachers to use in teaching about liver wellness, hepatitis B, and substance abuse. The guide includes effective motivational techniques to help students understand how valuable their liver is to their health and well being. It also provides basic information to help students avoid liver damaging behaviors, such as use of drugs, alcohol, and tattoos, and promotes vaccination against hepatitis B. Messages are tailored for children in kindergarten through sixth grade and seventh through twelfth grade. Teaching tips are provided along with information on liver wellness stated especially for each age group. Topics cover: general information on the liver and its importance to health, preventing liver damage, steps to maintain good health, and suggested activities. A chart on several hepatitis viruses is included. (ND)

ED 412 197 SP 037 574

Neill, Kweethai C., Ed.
The Student Issue. Original Articles by Student Gammans.
PUB DATE- 97
NOTE- 45p.; A special "Student Issue" is published annually.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Research/Technical (143)
DESCRIPTORS- Acquired Immune Deficiency Syndrome; Attention Deficit Disorders; *Comprehensive School Health Education; Computer Assisted Instruction; Elementary Secondary Education; Graduate Students; *Health Promotion; Higher Education; Hygiene; Older Adults; Student Research; Violence
IDENTIFIERS- Nutrition Education Research; Tai Chi

This issue contains eight articles on health education by student members of Eta Sigma Gamma, the National Professional Health Education Honorary. The papers are: (1) "Community Involvement: The Key to Successful Implementation of Comprehensive School Health Education" (Crystal L. Bieterman); (2) "HIV Infection and the Hispanic Woman: Implications for Program Planning" (Liliana Rojas); (3) "Nutrition Education in an Elementary Mathematics Curriculum" (Susan Thomas); (4) "Perceived and Demonstrated Handwashing Ability among College Aged Students" (Kirk R. Baker, Rashel Lwaton, and Beverly Tremain); (5) "T'ai Chi for Osteoarthritis among Older Adults" (Catherine A.

multidisciplinary process for special education eligibility. It is not a list of approved tests, and tests not listed in this directory may be appropriate for assessment. It is the responsibility of parents and professionals working together to develop a picture of the child's abilities, and these instruments may be helpful. In all, 56 tests are listed. Each test description describes the author, publisher, publication information, the range of children tested, and details about test administration and use. A "Discussion/Concerns" section mentions additional detail about the test and its use. Charts also divided the tests into groups as: (1) norm-referenced; (2) criterion-referenced; and (3) measures that can be adapted for use with parents. (SLD)

ED 412 217   TM 026 836

Renkl, Alexander
Intrinsic Motivation, Self-Explanations, and Transfer.
PUB DATE- 97
NOTE- 12p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- College Students; *Education Majors; Higher Education; *Learning Strategies; *Metacognition; Probability; *Self Motivation; *Transfer of Training
IDENTIFIERS- Elaboration; Self Explanation Strategies; Self Report Measures

Intrinsic motivation is usually regarded as a significant determinant of the use of elaborative and metacognitive learning strategies that, in turn, foster the acquisition of well-structured and transferable knowledge. In studies testing this assumption the following pattern of results is usually obtained: Intrinsic motivation is significantly related to elaborative and metacognitive strategies, but the strategies are only marginally related to learning outcomes. This pattern of results may be due to the fact that learning strategies are usually measured rather indirectly by self-report questionnaires. In this study, the thinking-aloud method was used to analyze the learning strategies of 36 first-year students of education as they learned probability calculation from worked-out examples. Learning strategies in the context of learning from examples are usually called self-explanations. In contrast to studies assessing learning strategies by questionnaires, substantial correlations between self-explanations and transfer of the acquired skills were found. In addition, intrinsic motivation was related to self-explanations. However, intrinsic motivation does not seem to have favorable effects on all kinds of elaborative and metacognitive strategies. Furthermore, the relations between intrinsic motivation and self-explanations seem to vary between subgroups of learners. (Contains 1 figure, 1 table, and 22 references.) (SLD)

ED 412 218   TM 027 406

Losito, Bruno; Pozzo, Graziella; Somekh, Bridget
Can Reflection Be Confined into Roles? First and Second Order Research in Action Research.
SPONS. AGENCY- Commission of the European Communities, Brussels (Belgium).

PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teachers; Educational Assessment; Elementary Secondary Education; *Formative Evaluation; Mentors; *Portfolio Assessment; Portfolios (Background Materials); *Professional Development; Summative Evaluation; Teacher Evaluation; *Teacher Role
IDENTIFIERS- Reflective Practice

The Inland Empire Beginning Teacher Support and Assessment Program (IE-BTSA) is in its third year of funded development and implementation of assessment strategies designed to guide support of beginning teachers. The IE-BTSA program is grounded in a cognitive and developmental model of how beginning teachers move along the continuum from novice toward expert teacher. The five roles of the teacher (organizer, instructor, learner, mentor, and colleague) are assessed in three assessments developed for the IE-BTSA program. This paper focuses only on the portfolio assessment that is part of the IE-BTSA approach. This program's portfolio purpose is to promote the new teacher's reflection and growth within the five teacher roles. It is a formative assessment, rather than an summative evaluation. The portfolio process becomes a means for new teachers, in collaboration with their mentors, to analyze their strengths and set priorities for professional focus. Teachers begin their portfolios with their induction seminar, and continue them through professional growth conferences and the development of a professional growth plan. Captions for portfolios submitted by 150 new teachers (2,002 captions) served by mentors in the IE-BTSA process were examined. Review of these portfolio entries indicates that novice teachers are able to reflect on their portfolios and identify related role indicators. Dialogue with mentor teachers often resulted in identification of strengths and areas in need of further development. Written records of professional growth goals could be traced back to origins within the portfolio. (SLD)

ED 412 236 TM 027 466

O'Neill, Thomas R.; Lunz, Mary E.
A Method To Compare Rater Severity across Several Administrations.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; *Comparative Analysis; Equated Scores; *Interrater Reliability; Item Response Theory; *Scoring; *Test Results; Testing
IDENTIFIERS- *Rasch Model; *Rater Stringency Error

This paper illustrates a method to study rater severity across exam administrations. A multi-facet Rasch model defined the ratings as being dominated by four facets: examinee ability, rater severity, project difficulty, and task difficulty. Ten years of data from administrations of a histotechnology performance assessment were pooled and analyzed to establish a

NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Behavior Patterns; *Classification; *Cognitive Processes; Foreign Countries; Profiles; *Reading; Semantics; *Speech; Syntax; *Verbal Ability
IDENTIFIERS- *Text Processing (Reading)

Classical research operations in the cognitive sciences concern categorizations as well as classifications, and have been strongly influenced by nomological approaches. As a consequence, information processing has been explained with reference to syntactic-semantic models. Because of an absence of structural implications, personal interpretations have had great impact on the presentation of results of relevance to the cognitive sciences. In contrast, this article deals with the concept of "process" and an approach that takes its departure from text-building behavior and the oscillations of this behavior. The task of process is to give expression to textual movements and the dynamics of movements. With respect to this investigation, which analyzes text produced in an interview with an official of a municipality, quantitative transformations of scale as well as frame of reference have made it evident that a nonmechanical coupling of intention and orientation captures the perspective underlying a verbal flow without the mediation of organizational processes. The analysis reveals that verbal flows are structuring the textual system directly by producing their own internal constraints. Morphological profiles of speech patterns have been produced. It is characteristic of these profiles that they manifest time-dependent system states and state attractors. These are the results of an interplay of perspective and objective. The discovery of recursive phase singularities constitutes a significant discernment of the involved physical mechanism. (Contains 1 table, 12 figures, and 11 references.) (Author/SLD)

ED 412 256 TM 027 534

Maor, Dorit
Ethical Dilemmas in Interpretive Research.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Confidentiality; *Educational Research; *Ethics; Foreign Countries; High School Students; High Schools; *Research Methodology; Researchers; Teacher Researchers; *Teacher Student Relationship
IDENTIFIERS- Australia; Caring; Informed Consent; *Interpretive Research; *Researcher Subject Relationship

Ethical issues are fundamental in the planning and implementation of classroom research. This paper describes issues that arose as the researcher considered the ethical implications of a classroom research project studying teaching and learning issues in a grade 10 science classroom in Australia. Ethical issues were related to the relationships between the classroom teacher and her students, and between the research team and the teacher-researcher. Three principles of utilitarian research ethics that can be applied to a research study were identified by D. Flinders (1992) as informed consent, avoidance of harm, Maryland Public Schools, 1995-96 and 1996-97"; (4) "Ratios of Total Equated Enrollment to Selected Staff Positions"; (5) "Professional Instructional Staff Employed in Grades Pre-K-12 and Staffing Ratios per 1,000 Students"; (6) "Total Instructional Staff Employed" (3 supplemental tables); (7) "Staff Employed in Regular Instruction-Related Positions"; (8) "Staff Employed in Special Education-Related Positions"; (9) "Staff Employed in Administration-Related Positions"; (10) "Staff Employed in Student Personnel and Health Services"; (11) "Staff Employed in Operation and Maintenance of Plant"; (12) "Staff Employed in Student Transportation and Food Services"; and (13) "Staff Employed in Community Services and School Construction." (Contains 13 tables.) (SLD)

ED 412 274   TM 027 629

Goodson, Ivor; Fliesser, Chris
Exchanging Gifts: Collaboration and Location.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Beginning Teacher Induction; Beginning Teachers; *College Faculty; Community Colleges; *Cooperation; *Coordinators; Educational Research; Foreign Countries; *Research Methodology; Two Year Colleges
IDENTIFIERS- Canada; Micropolitics; Ontario; *Teacher Researcher Relationship

Collaborative exchanges between teachers and educational researchers were studied through a project that focused on the induction of new community college teachers in Ontario (Canada). Each instructor was interviewed and much time was spent collaboratively developing full life history profiles. The focus of this exploration is on the on-site coordinator, who provided an initial teacher orientation week and workshop sessions every 2 weeks. Transcripts show that the teachers spent increasing amounts of time talking about micropolitical strategy and less time talking about classroom performance and the technical skills of teaching. Exploration of the developing views of the coordinator and his own thoughts on the micropolitics of the institution gives a view of the educator/researcher as he responds to the demands of the project. Developing collaboration and a sense of location, exchanging the gifts of information and practice, and sponsoring the "third voice" (a collusion between teller and listener) occupied the coordinator to an increasing degree as the project unfolded. Assuring that the teachers receive the gifts of research requires attention to communication at all times. (Contains 10 references.) (SLD)

ED 412 275   TM 027 631

Branderhorst, Mark; Huizenga, Terry; Kruzich, Kristin
Developing Transfer in Middle School Student Learning.
PUB DATE- 97
NOTE- 61p.; Master's degree action research project, Saint Xavier University and IRI/Skylight.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Undetermined (040),Test,

quality, breadth, and usefulness of outcomes data. The first section provides background information about student outcomes and the role of the Working Group. Section II describes the goals, methodology, and results of the case studies in Texas and Virginia, and discusses current student outcomes data. Section III presents the Working Groups recommendations. The first recommendation is that the quality and scope of student outcomes data must be expanded by linking various sources of data. The second recommendation is that the concept of reciprocity must underlie database development, analysis, use, and dissemination. Another important direction for the future will be to expand the operational definition of postsecondary student and thereby extend the student databases. In-depth work is needed on definitions overall, and guidelines must be developed to help states and other organizations use databases appropriately. A follow-up project should be implemented to integrate the work of the data perspective and educational policy Working Groups. (Contains 3 tables and 12 references.) (SLD)

ED 412 291 TM 027 833

Owens, Stephen; Bose, Janaki
Coverage Evaluation of the 1994-95 Common Core of Data: Public Elementary/Secondary Education Agency Universe Survey.
PUB DATE- 97
NOTE- 77p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Agencies; Census Figures; *Data Collection; Educational Administration; *Elementary Secondary Education; *Institutional Characteristics; National Surveys; Public Schools; *Research Methodology
IDENTIFIERS- *Common Core of Data Program

The Common Core of Data (CCD) statistical program consists of four separate surveys: (1) the Public Elementary/Secondary Education Agency Universe Survey; (2) the Public Elementary/Secondary School Universe Survey; (3) the State Nonfiscal Survey; and (4) the National Public Education Fiscal Survey. This report focuses on an evaluation of the first component, termed the "agency" survey. Results of the evaluation will be used to improve the survey and to identify potential survey problems by analyzing survey coverage. The makeup of education agencies is constantly changing, but this report provides a snapshot of the 1994-95 school year. Results indicate that the agency survey had good coverage of the traditional types of education agencies and that agencies that typically provide elementary and secondary education account for few or no coverage problems. The majority of coverage discrepancies were found for nontraditional agencies, those that provide special education, vocational education, and other services to educational agencies. Current data collection methods may be responsible for inconsistency in enrollment data, and CCD definitions may cause confusion among state coordinators. Definitional limits may be further tested by new entities such as charter schools. The CCD universe should make provisions for these new phenomena and it should be coordinated with other surveys of the National Center for Education Statistics. Well-written and comprehensive guidelines should increase the quality and integrity of the survey universe. Six appendixes provide supplemental information about the agencies and the relation of this file to other national surveys. A bibliography lists 50 state statutes, 50 state education

Malaysia; Market Profiles; Singapore; Taiwan; Thailand

This paper outlines the market developments, governmental promotion policies, and efforts by private industries for online database services in Japan since the late 1970s. The combination of these efforts over the years has resulted in an online database service market of US$20 billion annually, of which approximately one third is Western online services. Growth in the conventional database service market leveled off in the early 1990s, partly because of the general economic stagnation and partly because of rapid and profound change in the environment for information usage. New opportunities have been provided by the changes in computer usage as a result of corporate downsizing trends, rapid progress in multimedia and digital technology, wide-spread information networks--especially the Internet, and a steadily emerging personal and home market. Experimental programs for digital libraries have already started. The idea of end-user searches of digital libraries through a network is exciting but threatening for everyone in the online services industry. In addition to Japan, online database producers and vendors are now emerging in newly industrializing countries and areas in Asia such as Korea, Taiwan, Singapore, Thailand, and Malaysia. The market has started to grow, and within a decade the fourth largest market for online services will be in Asia, after the American, European, and Japanese markets. (Author/SWC)

ED 411 853   IR 056 680

Nicholas, David; Frossling, Ingrid
The End-User Cometh and Cometh Again and Again.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Mediated Communication; Databases; Electronic Libraries; Foreign Countries; Futures (of Society); Information Dissemination; Information Scientists; *Internet; *Natural Language Processing; *Online Systems; *Optical Data Disks; Public Libraries; Publishing Industry; Role; Search Strategies; User Needs (Information); *Users (Information)
IDENTIFIERS- England; *User Characteristics

This article examines the impact of end-users on the information profession and looks ahead to what the future holds. It examines three waves of end-users that emerged with new search technologies: (1) full-text, natural language online systems; (2) CD-ROMs; and (3) the Internet. In the 1980s, when full-text online systems such as Textline, NEXIS, and FT Profile came into use, many thought that the empowerment of the end-user meant the demise of the intermediary--the information professional. However, the information profession embraced end-use, and saw that the prime impact of end-use was to increase the demand on mediated searching. The CD-ROM was thought to be a much more appropriate end-user tool because of its user-friendliness. CD-ROM use is still growing rapidly, with increases in the number of published titles from 817 titles in 1990 to 27.8 million titles in 1994. The Internet is the most recent online end-user tool. The Internet has dramatically increased the number of online end-users, from thousands to

Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; *Corporations; Foreign Countries; Futures (of Society); Information Dissemination; Information Management; Information Needs; *Information Policy; *Information Services; Information Sources; *Internet; *Library Collection Development; Online Systems; *User Needs (Information); Weeding (Library)
IDENTIFIERS- United Kingdom

Traditional information services provision relies on the planned and logical building of a collection to meet current and future user information needs. This is achieved through the acquisition and discarding of material, which might ideally be based on a regularly reviewed collection development policy statement. The evolution of collection development policies facilitates discussion between user groups and service providers, bringing information professionals closer to those whose needs should be served, and assures that the materials selected and serviced by the information unit are worth the investment made in them. Information professionals whose careers have been based in library services are familiar with the mechanics of collection development and their application. Those now involved in the creation of company library Web pages, for providing user access to remote Internet resources as a complement to the physical collection held locally, may decide to devise collection development policies specific to Web page management. The priorities of a Web page collection development policy, and of the people involved in its planning and implementation, are different from those of a tradition (print) collection development policy. This raises issues of concern with regard to serving user information needs now and in the future. (Contains 20 references.) (Author)

ED 411 871 IR 056 698

Ochsner, Heinz; Thomas, Karen
The Internet: The Demise of Traditional Online.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Change; Foreign Countries; Futures (of Society); Information Dissemination; *Information Retrieval; Information Seeking; *Internet; *Online Searching; Online Systems; *Online Vendors; *Relevance (Information Retrieval); Search Strategies; Standards; Technological Advancement; *User Needs (Information); Users (Information)
IDENTIFIERS- Barriers to Information; HTML; Switzerland

The Internet has brought about a revolution in the concept of information provision for end-users, and opened up a diverse new market. The Internet has challenged the need for and role of traditional online services. Despite the benefits of the Internet, users face a number of dilemmas: finding needed information in a vast sea of information; time needed to find relevant information; how to measure the authority and quality of information found on the Internet; how to choose the appropriate search tool; constructing precise searches; and varying formats of retrieved information. This paper covers the benefits of the Internet and of traditional online services, the role of information providers and online hosts; the economic growth, and reduce the risk of structural unemployment. Educational policy makers must adopt an "education for development" model to take into account the total needs of the economy. Lack of government regulation has resulted in an increase in private education providers with questionable quality. The government must implement standards and regulations, and actively support lifelong learning in order to maintain Hong Kong's competitive position within the global economy. Contains 21 references. (YKH)

ED 411 888 JC 970 472

Rice, Brian; Steckley, John
Lifelong Learning and Cultural Identity: Canada's Native People.
PUB DATE- 97
NOTE- 15p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Canada Natives; *Culturally Relevant Education; Educational Strategies; *Folk Culture; Foreign Countries; Indigenous Populations; *Lifelong Learning; *Tribally Controlled Education
IDENTIFIERS- *Canada; Vision Quest

This paper focuses on lifelong learning and the cultural identity of Canada's native people. The introduction reviews educational programs instituted by indigenous minority groups in New Zealand and Hawaii. The second section reviews the importance of storytelling and ritual ceremonies in Native education. The third section discusses the tension Native people encounter between the demands of modern western society and traditional culture in managing their schools. The fourth section describes how the teaching of traditional culture and science can be merged. The fifth section acknowledges that loss of traditional culture is unavoidable, but suggests that certain rites-of-passage and other life stage activities such as Vision Quest be maintained to help re-create a broad lifelong learning framework for native people. The sixth section examines the importance of traditional language for the life long learning of native people and offers several suggestions on how to maintain it. The seventh section reviews the role and practice of traditional rites of passage ceremonies such as Vision Quest. Finally, the last section reviews the implications of the foregoing for life long learning among indigenous peoples. The Vision Quest ceremony is appended. (JDI)

ED 411 889 JC 970 473

Gonzales, Ma. Celeste T.; Pijano, Ma. Concepcion V.
Non-formal Education in the Philippines: A Fundamental Step towards Lifelong Learning.
PUB DATE- 97
NOTE- 13p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Foreign Countries; Integrated Curriculum; Labor Force Development; *Lifelong Learning; *Nonformal Education; Program Implementation
IDENTIFIERS- *Philippines

of kinship. Improved registration, parking, financial aid, networking, accessibility, and information services would be of great benefit. Increased enrollment due to welfare reform and technological advancement is expected, with many of the students being non-traditional. Community colleges must develop a system of efficient and up-to-date training to meet these students' needs. Contains 11 references. (YKH)

ED 411 907 JC 970 517

Pezzoli, Jean A.
Needs Assessment for Education in Sustainable Technologies on Maui.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Agricultural Occupations; Architects; Auto Mechanics; Building Trades; Community Colleges; *Educational Needs; Electrical Occupations; Electricians; *Employer Attitudes; Employment Projections; Feasibility Studies; Hospitality Occupations; Inservice Education; *Labor Needs; *Needs Assessment; Plumbing; Program Proposals; Two Year Colleges; Wages; Waste Disposal
IDENTIFIERS- *Sustainable Technologies

In Spring 1997, Maui Community College (MCC), in Hawaii, conducted a survey of Maui businesses to determine perceived needs for a certificate or associate degree program in sustainable technologies. Questionnaires were mailed to 500 businesses, including building, electrical, and plumbing contractors, architects, waste disposal, power generators, agricultural concerns, automotive repairers, and hotels. They sought information on the anticipated level and configuration of job openings within the next 5 years; types of inservice training, wages, and class scheduling accessibility. Study findings, based on 54 completed questionnaires, included the following: (1) the projected need for hiring new employees with sustainable technologies skills is about 22.8 per year over the next 5 years (totaling 114 hires); (2) three sectors, electrical contractors, plumbing, and hotels, will generate most of the jobs; (3) the starting wage for sustainable technologies hires was considerably above minimum wage, at least $8 per hour, with half of the companies promising $15 or more per hour; (4) inservice demand was high; (5) the best time for classes is evenings. The study concluded that there is a need for a sustainable technologies program with a capacity for training 16-20 students per year. The cover letter, survey instrument, and employer comments are attached. (ECF)

ED 411 908 JC 970 518

Klemm, W. R.
Benefits of Collaboration Software for On-Site Classes.
PUB DATE- 97
NOTE- 11p.; Paper prepared for the Teaching in the Community Colleges Online Conference (April 1-3, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computer Mediated Communication; *Computer Software

Finance; Educational Improvement; Enrollment; Financial Policy; Fund Raising; Grants; *Institutional Characteristics; Mission Statements; Money Management; Program Descriptions; School Demography; *School Statistics; Student Characteristics; Teacher Characteristics; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

This 1996 annual report from Oakton Community College in Illinois was prepared to inform the community about the college's operations and finances, but in a more condensed, user friendly format than the comprehensive financial report. It includes statements from the board chairman and president, a mission statement, and a description of the board of trustees. It also provides general information about Oakton's educational programs, student services, employees, and students. Oakton's major initiatives are to enhance academic instruction and services to students. Integral factors for the college's development include location of funds, partnership between education and the community, and both public and private support. The report also provides the college's balance sheet for its educational foundation, as well a list of student, faculty, staff, and administrators' achievements. The report concludes with information on the college's financial condition, including: (1) a condensed balance sheet and history; (2) a condensed statement of financial activity of the years 1992-1996; (3) revenues listed by source; (4) 1995 property tax distribution; (5) credit hour grant rated by instructional category; (6) use of resources and financial activity for the years 1992-1996; and (7) net instructional cost per credit hour. (YKH)

ED 411 927 JC 970 540

Oakton Community College Annual Budget, Fiscal Year 1997.
PUB DATE- 97
NOTE- 234p.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Administrators; *Budgeting; College Faculty; *Community Colleges; *Educational Finance; Enrollment; Expenditures; Financial Policy; Income; Money Management; School Statistics; Statistical Analysis; Student Financial Aid; Taxes; Tuition; Two Year Colleges
IDENTIFIERS- *Oakton Community College IL

This report provides the annual budget for Oakton (Illinois) Community College's fiscal year 1997. Following prefatory matter, the report is comprised of an introduction section, budget section, statistics section, and appendix section. The introduction section includes a district organization chart, goals and objectives, financial outlook, analysis of grant distributions, and budget procedures. The budget section contains a summary of the fiscal year 1997, comparisons of program costs, revenues and expenditures, and charts of college administrative organization. The statistics section includes comparisons of audited operating revenues and expenditures, faculty and staff statistics, student enrollment, unit cost information, tuition and fees, academic awards, student financial aid and a history of tax rates. The appendix section includes descriptions of functional areas and programs, agenda items, maps, a glossary, a chart of organization for academic affairs through Fall 1996, and acknowledgments. An addendum summarizes the results of the Board of Trustees meeting held June 25, 1996. It was found that expenditures exceed revenue

PUB DATE- 96
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Art Activities; *Childhood Interests; *Class Activities; Grouping (Instructional Purposes); Holidays; Instructional Materials; *Learning Activities; Outdoor Activities; Play; *Preschool Children; Preschool Education; Pretend Play; Science Activities; Staff Development; Teacher Student Relationship
IDENTIFIERS- Food Related Play; *High Scope Model; Personal Celebrations; Seasonal Celebrations; Water Play

Recognizing the importance of teaching based on young children's interests, this book describes the High Scope Demonstration Preschool approach to helping teachers plan early childhood education learning activities, based on specific observations of children, rather than a predetermined set of topics. Each chapter includes the following sections: (1) general teaching and interaction strategies, emphasizing techniques useful for communicating with children verbally and nonverbally; (2) indoor and outdoor materials to add, including possible materials to enable children to expand on specific interests; (3) planning and recall experiences, game-like strategies to hold the group's attention, built on action or material from play experiences; (4) small-group experiences, designed for use with one adult and 5 to 10 children; (5) large-group experiences, including movement, songs, and games; (6) child observations, samples of teachers' anecdotal notes recorded about learning experiences described in the chapter and classified according to either High/Scope key experiences or the Child Observation Record; and (7) adult training activities, individual or group activities to give teachers practice in applying the strategies presented. Chapter 1 of the guide outlines the High/Scope Framework, including the central principles and guidelines. Chapters 2 through 9 cover the following types of activities: (1) "Artwork: Drawing, Painting, and Making Models"; (2) "Pretend Play: Favorite Play Roles"; (3) Nature: Observing Plants, Animals, and Weather"; (4) "Social Play: Exploring Feelings and Relationships"; (5) "Celebrations: Experiencing Holidays and Special Events"; (6) "'Messy' Materials: Pouring, Filling, Mixing, and Molding"; (7) "Food-Related Play: Cooking, Eating, and Pretending"; and (8) "Character Play: Pooh, Piglet, and Power Rangers." (Author/KB)

ED 411 947 PS 025 702

Harrison, Jeannette
Understanding Children. Second Edition.
PUB DATE- 96
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Behavior Development; *Caregiver Child Relationship; Caregiver Speech; *Child Behavior; Child Caregivers; *Childhood Needs; *Day Care; *Discipline; Early Childhood Education; Environmental Influences; Foreign Countries; Learning Theories; Preschool Teachers; Program Development; Self Esteem

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Bulletin Boards; Class Activities; Display Aids; Educational Environment; Elementary Education; *Elementary School Students; Ethical Instruction; Friendship; Group Dynamics; Group Unity; Lunch Programs; Parent Participation; Social Development; *Student Adjustment; Student Needs; *Transitional Programs; Visual Aids
IDENTIFIERS- Behavior Management; Caring; *Classroom Rules; Classroom Visitors; Guided Discovery Approach

Comprised of excerpts from the Responsive Classroom Newsletter, this book details practices for use during the beginning of the elementary school year to build a foundation for a successful school year. Chapter 1, "The First Six Weeks of School: Building the Foundation for a Successful Year" (Ruth Charney and Marlynn Clayton) introduces the social curriculum focusing on ethical behavior, classroom management, and group building. Chapter 2, "Be Nice! and Other Classroom Rules: Creating a Caring Community with Children" (Ruth Charney) presents guidelines for developing classroom rules, including a fifth grade classroom constitution. Chapter 3, "Rules Grow from Our Hopes and Dreams" (Marlynn Clayton and Chip Wood), discusses developing, modeling, and supporting rules in the responsive classroom. Chapter 4, "Activities for Building Community in Your Classroom" (Marlynn Clayton), presents activities for various grade levels to acquaint students with one another, build a sense of classroom community, and develop new friendships. Chapter 5, "Let's Do Lunch!" (Marlynn Clayton), makes suggestions to enhance the lunchroom environment, including advocating for cafeteria reform. Chapter 6, "Guided Discovery: Teaching the Freedom to Explore" (Ruth Charney), presents the guided discovery process to teach work and social habits, skills, and concepts. Chapter 7, "The Responsive Classroom Environment" (Marlynn Clayton), contains suggestions for effective visual displays in the classroom. Chapter 8, "Reaching Out to Parents" (Chip Wood and Mary Forton), deals with developing a healthy partnership between school and family. Finally, chapter 9, "When Parents Visit the Classroom" (Marlynn Clayton), discusses how the responsive classroom meets goals for parent visits. (KB)

ED 411 965 PS 025 802

Roll, Jo
Lone Parent Families in the European Community. The 1992 Report to the European Commission.
SPONS. AGENCY- European Community, Brussels (Belgium).
PUB DATE- 92
NOTE- 43p.; A publication of the European Family and Social Policy Unit.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Numerical/Quantitative Data (110),Reports - General (140)
DESCRIPTORS- Children; Definitions; *Family Characteristics; Family Environment; Family Financial Resources; Family Health; Family Income; Family Life; *Family Problems; *Family (Sociological Unit); *Family Structure; Foreign Countries; *One Parent Family; Parents
IDENTIFIERS- *European Community; Europeans; *Single Parents

This report provides an overview of the numbers, characteristics, and economic situation of lone-parent families in the European Community. The report aims to take at least a first step toward

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; *Adolescents; Age Differences; Child Rearing; *Children; Cognitive Development; Developmental Tasks; Discipline; *Family Environment; Foreign Countries; Grade Point Average; Intelligence; Intelligence Quotient; Longitudinal Studies; Mediation Theory; Parent Child Relationship; Piagetian Theory; Social Differences; *Socialization; Socioeconomic Status
IDENTIFIERS- Cognitive Competence; Iceland; Parenting Styles

This longitudinal study examined the multiple influences of social class and family socialization on intelligence at age 7, and on the development of cognitive competence from age 7 through age 15 in a sample of 121 urban Icelandic children and adolescents. Socialization condition was defined as sources of parental support and control strategies, with a supportive factor indicating highly discursive, culturally oriented, person-centered, and communicative family climate; while a restrictive factor indicated authoritative control. Social class was based on nature of work, education, and income. Intelligence was assessed with the Raven-IQ at age 7. Cognitive competence was measured at 7, 9, 12, and 15 years by aggregated scores on a battery of Piagetian tasks. Results showed a significant correlation between intelligence and social class that was strongly mediated by family socialization conditions. There was no significant effect of social class for cognitive competence; however, there was a general trend of increasing competence with increasing class position, mediated by family socialization conditions. In lower social classes, restrictive socialization conditions suppressed cognitive competence while supportive socialization conditions in upper classes fostered cognitive competence. With increasing age, the variance in cognitive competence increased. Until 12 years, the influence of family socialization showed additive or partly mediated influences of intelligence at age 7. Intelligence at age 7 had the strongest impact on cognitive competence; at later ages the impact was mediated by the developmental process. Both intelligence and cognitive competence were directly and indirectly affected by class specific socialization conditions. (Contains 11 references.) (KB)

ED 411 982 PS 025 833

Grundmann, Matthias
The Linkage between Social Structure, Competence and Academic Achievement: Results of a Longitudinal Study from Age 7 through 21.
PUB DATE- 97
NOTE- 11p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Child Rearing; *Cognitive Development; Discipline; *Educational Attainment; Elementary Secondary Education; Foreign Countries; Higher Education; Parent Child Relationship; Piagetian Theory; *Social Class; Social Networks; Socialization; Socioeconomic Status
IDENTIFIERS- *Cognitive Competence; Iceland; Parenting Styles

This longitudinal study investigated the influence of social class and family socialization on the development of cognitive

ED 411 998 PS 025 853

Agathen, Jean M.; Farran, Joel M.; Mangelsdorf, Sarah C.
Temperament and Self-Concept in Four-Year-Old Children.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Extraversion Introversion; *Parent Attitudes; *Personality; *Personality Assessment; *Preschool Children; Preschool Education; *Self Concept; Self Control; Self Evaluation (Individuals); *Sex Differences

Noting the lack of research on the congruence of children's general self-concepts and parents' perceptions, this study investigated the associations between 4-year-old children's self-concepts and parents' reports of temperament. Fifty-four children, 28 boys and 26 girls, watched the videotaped Children's Self-View Questionnaire. (Data collection continues; projected final N is 70.) Their mothers and fathers completed the Children's Behavior Questionnaire, and observers rated the children's behavior in the laboratory. The children's reports of their self-control were significantly associated with both sets of parents' ratings of their self-control, and mothers' ratings of children's extroversion were negatively correlated with children's reported feelings of rejection. However, boys' reports, considered separately, were not significantly associated with parents' reports of their temperament, whereas girls' self-reports were. (Author)

ED 411 999 PS 025 859

Friedman, Dana E.; Johnson, Arlene A.
Moving from Programs to Culture Change: The Next Stage for the Corporate Work-Family Agenda.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Business Responsibility; Community Support; *Corporate Support; Corporations; *Family Life; Family Programs; *Family Work Relationship; *Job Satisfaction; Life Satisfaction; Organizational Change; Organizational Climate; Organizational Development; *Work Environment

This paper examines the emergence of a corporate work-family agenda into historical and organizational context. The paper discusses the forces that have influenced both the prevalence and nature of a corporate response to family concerns over time, and trends noticeable in the efforts of some companies to create family-friendly policies and programs. The paper proceeds with a theory of stages describing the evolution of companies' work-family agendas and the juncture of issues that presently define the field. The evolution of work-life initiatives is described as developing from grassroots efforts through human resources departments to culture change and work redesign. The role of the community in bringing about this evolution is considered. This discussion is intended to provide a framework for understanding the progress and likely direction

Bernard van Leer Foundation Annual Report 1996.
PUB DATE- 96
NOTE- 33p.; For Annual Review 1993 in English and Spanish, see ED 374 908. For Annual Review 1994, see ED 384 426 and for Annual Review 1995, see ED 399 076.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Child Advocacy; *Child Development; Developed Nations; Developing Nations; Early Childhood Education; *Financial Support; Foreign Countries; Human Capital; *International Programs
IDENTIFIERS- *Bernard van Leer Foundation (Netherlands)

This document provides an annual report and financial review for 1996 of the Bernard van Leer Foundation, a private institution created in 1949 for broad humanitarian purposes. Following a summary by the executive director of the Foundation, the report includes a description of the foundation and its grants. It then lists, by country, the major projects that received support from the Foundation during 1996. The remainder of the report profiles the Foundation's financial commitments. (HTH)

ED 412 017 PS 025 890

Wagner, Mary; Fiester, Leila; Reisner, Elizabeth; Murphy, Daniel; Golan, Shari
Making Information Work for You: A Guide for Collecting Good Information and Using It To Improve Comprehensive Strategies for Children, Families, and Communities.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 98p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Agency Cooperation; Community Cooperation; Community Coordination; *Data Collection; Data Interpretation; Documentation; Elementary Secondary Education; Family Programs; Information Dissemination; Information Retrieval; Information Seeking; Information Sources; *Integrated Services; *Program Evaluation; School Community Programs

A consensus has emerged in recent years that the fragmented systems serving children and families need to be restructured and integrated in ways that make them accessible, family-focused, and able to accommodate cultural differences. Collaborative partnerships involving schools, families, and other community stakeholders are learning that they are better able to improve results for children and families through comprehensive strategies--approaches that bring together an array of resources in order to improve access to education, health care, and human services; develop individual skills; foster local opportunities; and coordinate and align systems. This guide book, which deals with collecting and using information to improve comprehensive strategies, contains five chapters. The first introduces the idea of comprehensive strategies and continuous evaluation. The second chapter presents a framework for continuous evaluation, highlighting cross-cutting evaluation principles and the various stages of planning and conducting a good evaluation. Chapters 3 and 4 assume individual responsibility, and that those schools that succeed in involving large numbers of parents invest energy in finding solutions for problems, not excuses. Four appendices present profiles of 10 successful partnerships, descriptions in table format of 20 successful local approaches, contact information for profiled partnership programs, and resources for building successful partnerships. Contains 13 references. (HTH)

ED 412 032 RC 021 134

Policy. IDRA Focus.
PUB DATE- 97
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Affirmative Action; *Bilingual Education; Charter Schools; *Dropouts; *Educational Equity (Finance); Educational Legislation; *Educational Policy; Elementary Secondary Education; Equal Education; Hispanic Americans; Immigrants; Limited English Speaking; Property Taxes; School Policy; *Sexual Harassment; *State Legislation; Student Attrition
IDENTIFIERS- *Texas

This newsletter includes five articles about educational and school policies, primarily related to equality of educational opportunity. "Texas Legislature Considers Much for Education, Accomplishes Little" (Albert Cortez, Anna Alicia Romero) summarizes educational legislation considered by the Texas legislature in the session ending in June 1997. Issues included increases in state education spending negated by cutbacks in local revenues; modest increases in minimum teacher salaries; continued underfunding of education for low-income, limited-English-proficient, gifted and talented, and special education students; continued funding inequality between school districts; and two bills that would increase the chances of minorities being admitted to institutions of higher education without including race as a factor. "Sexual Harassment Policies and Schools" (Maria Aurora Yanez-Perez) points out that the Civil Rights Act applies to education and schools, and discusses definitions of sexual harassment, written policies, staff and student training, and grievance procedures. "Hispanic Dropouts: Addressing the Leak in the Pipeline to Higher Education" (Maria Robledo Montecel) states that rising Hispanic dropout rates are linked to inadequacies throughout the educational system, points out past pitfalls to be avoided, and identifies strategies for reversing the trend. "Equal Access: Mask of Discrimination" (Oscar M. Cardenas) addresses the myth that equal opportunity can be achieved by treating each child alike. "Policies Affecting Bilingual Education and ESL Programs" (Elisa de Leon Gutierrez) discusses proposed new standards for Spanish language arts and English as a second language in Texas schools, testing of limited-English-proficient students, and the importance of language skills to Texas' success in the global economy. (TD)

ED 412 033 RC 021 146

Gruchow, Paul
Grass Roots: The Universe of Home.
PUB DATE- 95
NOTE- 215p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.

EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adventure Education; *Females; Feminism; *Homophobia; *Lesbianism; *Outdoor Education; *Sex Bias; Sex Discrimination; Sex Role; *Sex Stereotypes; Social Control
IDENTIFIERS- Barriers to Participation; *Oppression

Lesbian baiting, the attempt to control women's "unacceptable" behavior by labeling them as lesbians, is the intersection of two forms of oppression--sexism and homophobia. Sexism is the systematic subordination of women, based on the belief in the inherent superiority of men. Sexism has defined the roles that men and women fill in order to maintain male dominance. Lesbian baiting is an effective tool to maintain these roles because homophobia has made "lesbian" a negative, discrediting label. When women engage in activities that have traditionally been seen as masculine, such as outdoor and adventure education, they threaten the power dynamics of sexism. Baiting hurts lesbians because negative attitudes and behaviors toward lesbians are reinforced. Baiting hurts heterosexual women by reinforcing sexist stereotypes. Two examples demonstrate that in adventure and outdoor education, lesbian baiting prevents women from participating in activities that might be enjoyable and beneficial to them and limits the abilities of women's programs and organizations to get funding or other forms of support. "Defending" oneself by asserting one's heterosexuality, trying to appear more "feminine," and not challenging lesbian-baiting rumors are responses that reinforce lesbian baiting. Naming baiting for what it is, eliminating the fear of being labeled lesbian, working against homophobia and sexism in general, and educating oneself about how gender roles limit women are actions that combat lesbian baiting. Includes resources for further reading. Contains 17 references. (TD)

ED 412 050 RC 021 171

Joyce, Moon
Turn Off the Radio and Sing for Your Lives! Women, Singing, and Experiential Education.
PUB DATE- 96
NOTE- 15p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Battered Women; Empowerment; *Experiential Learning; *Females; Group Dynamics; *Holistic Approach; *Music Therapy; Outdoor Education; Rehabilitation; *Singing
IDENTIFIERS- Healing; Outdoor Leadership; Single Sex Programs

Experiential educators are encouraged to include singing in their curriculum. Singing offers a dynamic form of creative engagement and can assist learners in taking risks in their learning and in active experimentation. As a holistic learning tool, singing engages the six capabilities that humans have for learning: physical, emotional, cognitive, intuitional/metaphoric, spiritual, and relational capabilities. Singing is a connecting force interpersonally; intrapersonally, it supports lateral thinking, connecting right- and left-brain functions. Singing can relax the body and provide a vehicle for safe emotional release. It generates physical energy and aerates the body through deep and sustained breathing. All the interrelationships. The teacher's manual provides activities and language appropriate for children at each grade level. The manual is scripted for the teacher providing successful questioning strategies that enable children to construct mathematical concepts. The five components of Saxon's primary math program are: (1) The Meeting; (2) The Lesson; (3) Written Practice; (4) Facts Practice; and (5) Assessment. (ASK)

ED 412 068 SE 060 400

Newton's Apple 13th Season. Free Educational Materials.
SPONS. AGENCY- 3M, St. Paul, MN.
PUB DATE- 95
NOTE- 75p.; Wall poster in rear pocket of document not included in ERIC copy.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Educational Television; Elementary Secondary Education; *Hands on Science; *Instructional Materials; *Interdisciplinary Approach; Learning Activities; Public Television; Science Education; Technology Education; *Television Curriculum
IDENTIFIERS- Public Broadcasting Service

This educational materials packet was designed to help teachers use the Public Broadcasting Service's (PBS) program called "Newton's Apple" in the classroom. This book contains information on how these materials support the latest science standards; an index to the 13th season lesson pages and an index to the past three seasons; a science subject index that gives a quick overview of the science concepts presented in each lesson as well as additional subject applications; lessons which contain background information, interdisciplinary connections, key words, resources, and hands-on activities that are focused on the major topics explored during the season; Hands-on Science Try It experiments and a Street Smart quiz; a guide to enjoying Newton's Apple at home that can be duplicated and sent home with students to encourage family participation in science education; and information on America's Most Scientific Home videos contest. Topics covered include wildlife, human anatomy, physics, chemistry, and technology. (PVD)

ED 412 069 SE 060 492

Williamson, John; Cowley, Trudy
Windows on Successful Practice: Innovations in Science, Maths and Technology Education.
SPONS. AGENCY- Tasmanian Dept. of Education and the Arts, Hobart (Australia).
PUB DATE- 95
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Educational Change; *Educational Innovation; Educational Technology; Elementary Secondary Education; Equal Education; Foreign Countries; Higher Education; Mathematics Curriculum; *Mathematics Education; Program Evaluation; *Science Education; *Technology Education
IDENTIFIERS- Australia (Tasmania)

This report is a snapshot of some of the educational innovations

Educational Research Association (Chicago, IL, April, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Computation; Constructivism (Learning); Curriculum Development; Junior High Schools; Learning Strategies; Mathematical Applications; *Mathematical Concepts; Mathematics Instruction; Middle Schools; *Problem Solving; *Ratios (Mathematics); Secondary School Mathematics; Teaching Methods; *Thinking Skills
IDENTIFIERS- Middle School Students; *Proportional Reasoning

Contemporary constructivist views of mathematical learning have encouraged curriculum developers to devise instructional materials that help students build their own understanding and procedures for doing rational number computations, solving proportions, and applying those skills to real and whimsical problems. The Connected Mathematics Project (CMP) curriculum supports construction of rational number knowledge by presenting students with a series of units based on contextual problems that require proportional reasoning and computation. The goal of this study was to describe the character and effectiveness of proportional reasoning by students with different curricular experiences as they face problems in which ratio and proportion ideas are appropriate and useful. Performance task papers and follow-up interviews with selected students from the study indicated that, in addition to a greater frequency of correct answers and reasoning compared with control group students, CMP students appeared to have developed greater ability to articulate their thinking. Students from CMP classes had a generally broader and more flexible repertoire of strategies available for problem solving. The results suggest that problem-based curriculum and instruction can be effective in helping students construct effective personal understanding and skill in one of the core strands of middle grade mathematics. (PVD)

ED 412 092 SE 060 607

Packard, Becky Wai-Ling; Wong, E. David
Clash of Future Selves in College Women Considering Science Careers.
PUB DATE- 97
NOTE- 53p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Change; *Career Choice; Career Guidance; Career Planning; *Decision Making; Higher Education; *Occupational Aspiration; Science Education; *Womens Education
IDENTIFIERS- Women in Science

This project examines why college women who pursued a science career for at least two years eventually changed their career aspirations. The current research evolves from a pilot study where college women considering careers in medicine used language which envisioned a future clash between the role of a physician and that of a mother. This idea of a clash of future selves is further studied in the project. College women who pursued science for at least two years before changing career goals (Switchers) were interviewed using a semi-structured interview protocol addressing such topics as experiences in science courses, science interests, supportive people, and

Undergraduate Study
IDENTIFIERS- Mathematical Association of America

The "call for change" issued by the Board of Governors of the Mathematical Association of America (MAA) in "A Call For Change: Recommendations for the Mathematical Preparation of Teachers of Mathematics, 1991" may appear at first glance to concern only the mathematical preparation of teachers. However, two ingredients combine to give it much broader scope. First, the logic of change is rooted in insight into how all students learn and is not limited to those few who are preparing to be teachers of mathematics. Second, the call extends to the entire undergraduate curriculum. This volume provides the first in a series of challenges concerning where and how to begin the process of change. The themes covered in this volume are diverse, ranging from disciplinary discussions (e.g., statistics, geometry) to curricular systems (e.g., the undergraduate major), and from administrative concerns (e.g., assessment) to policy debates (e.g., multiculturalism). Chapters include: (1) "Teaching Statistics" (George Cobb); (2) "Workshop on Statistical Education" (Robert V. Hogg); (3) "Tomorrow's Geometry" (Joseph Malkevitch); (4) "COMAP Geometry Conference"; (5) "Environmental Mathematics" (Ben Fusaro); (6) Mathematicians Develop New Tools To Tackle Environmental Problems (David L Wheeler); (7) "Reaching for Quantitative Literacy" (Linda R. Sons); (8) "Multiculturalism in Mathematics: Historical Truth or Political Correctness?" (Allyn Jackson); (9) "Assessment of Undergraduate Mathematics" (Bernard L. Madison); (10) "Toward Assessment Worthy of the Liberal Arts" (Grant Wiggins); and (11) "Untying the Mind's Knot" (Barry A. Cipra). Also included is an appendix entitled "Communications among Communities" plus two reports, "Challenges for College Mathematics: Agenda for the Next Decade" and "The Undergraduate Major in the Mathematical Sciences". (Author/ASK)

ED 412 113 SE 060 661

Cooney, Thomas J.; Brown, Stephen I.; Dossey, John A.; Schrage, Georg; Wittmann, Erich Ch.
Mathematics, Pedagogy, and Secondary Teacher Education.
PUB DATE- 96
NOTE- 370p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Development; Functions (Mathematics); Higher Education; *Inservice Teacher Education; Instructional Materials; *Mathematics Instruction; *Preservice Teacher Education; Secondary Education; Teaching Methods
IDENTIFIERS- Pythagorean Theorem

This book is intended for both preservice and inservice teachers who wish to experience some of the fundamental ideas expressed in the documents published by the National Council of Teachers of Mathematics (NCTM) that are commonly referred to as the Standards. The text encourages the reader to seek connections between pedagogy and content in a number of ways. Pedagogical ideas are part of the substance of each piece. Often these ideas are exemplified in various classroom vignettes or in a variety of interview settings. Readers are also encouraged to imagine the implications of their own experiences as learners for teaching. Consequently, both the content and the format of the text differ significantly from most texts that address the teaching of mathematics at the secondary level. Chapters

NOTE- 86p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- British National Curriculum; Elementary Education; *Elementary School Science; Field Trips; Foreign Countries; *Hands on Science; Instructional Materials; Learning Activities; *Relevance (Education); *Science and Society; Science Education; *Technology Education
IDENTIFIERS- United Kingdom

Ever since the publication of the age 8-14 materials by the Science and Technology in Society (SATIS) Project of the Association for Science Education (ASE), teachers have been looking for a similar resource for younger children. This book of units is a first step to answering that request. In the SATIS project, science and technology have always been linked and have fit easily with one another. SATIS provides a context for experiencing the skills of investigation and communication. The materials are reproducible for use within the purchasing institution. The parts of each unit are mostly free-standing and all of the units have been checked for safety. Chapters include: (1) Anoraks; (2) Bike Helmets; (3) Clinics; (4) Fat Cat; (5) Growing Grass; (6) Making Music; (7) Mini Beast Movers; (8) Nuts and Seeds; (9) Paper; and (10) Roller Coaster. Each unit begins with an outline or introduction, followed by National Curriculum links; learning outcomes for children; activity outlines; learning environment; poems, stories, and songs; special materials; and safety issues, which are followed by activities and questions. (PVD)

ED 412 134   SE 060 715

Pickwick, Alan
Earth and Beyond. Teacher Support for Science in the National Curriculum for Primary and Middle Schools.
PUB DATE- 97
NOTE- 104p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Astronomy; British National Curriculum; Class Activities; Drama; Elementary Education; *Elementary School Science; *Experiential Learning; Foreign Countries; Geography; Mathematics; Mythology; Observation; *Outdoor Education; Science Instruction; Scientific Concepts; Solar System; Stars; Teaching Guides
IDENTIFIERS- Constellations; United Kingdom

The material in this book was devised in answer to a need expressed by many teachers, especially in primary (elementary) schools, for support in the teaching of astronomy. These projects and activities are aimed at fulfilling the requirements of the National Curriculum in England and Wales and the 5-14 Guidelines in Scotland. Each activity gives practical ideas to begin and then some leading questions with which to open discussions within the class. Most of the activities have accompanying worksheets that are reproducible. Many cross-curricular themes are present linking with geography (time-zones, continents and poles), mathematics (distances and scales), and art and drama. Addresses of suitable suppliers of videos, slides, and posters are listed at the end of the book. Sample topics include the connection of the sun to seasons, shadows and time, phases of the moon, star patterns in the sky, educational climate. The handbook is also based on the experiences of several classroom teachers in five states--Colordao, Illinois, Michigan, Oregon, and Washington. The teacher participants expressed an interest in working with the directors of their state law projects and assessment experts to develop new assessment strategies for use in their classrooms. The handbook is divided into two sections. Section 1 defines the relationship of authentic assessment to civic education, identifies the essential learnings of civic education, and reports the ways teachers might revise and alter assessment and instruction using authentic assessment instruments. Section 2 identifies and describes authentic assessment techniques that may be used in conjunction with a variety of instructional techniques and activities commonly associated with LRE. An appendix profiles contributors to the publication. (TSV)

ED 412 155 SO 027 756

Chapman, Anne
A Great Balancing Act: Equitable Education for Girls and Boys.
PUB DATE- 97
NOTE- 163p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Access to Education; Educational Discrimination; Elementary Secondary Education; *Equal Education; *Sex Bias; *Sex Differences; Sex Role; *Sex Stereotypes; Sexual Identity; Womens Studies

This book presents recent research-based information about educationally relevant gender-related differences between girls and boys and how they are taught and perceived in society. The book offers practical suggestions on how to avoid trammeling either girls or boys, how to overcome negative aspects of gender-stereotyping, and how to maximize learning potential for both boys and girls. It suggests ways to consider whether gender-stereotypic thinking and behavior might inadvertently be promoted in many aspects of life in and out of school. Re-visioning the various curricula in school and at home with gender in view can be done in small incremental steps in a deliberate, multifaceted, consistent, and cumulative fashion. The table of contents includes: (1) "Introduction: Becoming Mindful"; (2) "The 'Curriculum' of the Real World"; (3) "Undercurrents of Gender: The Hidden Curriculum and the Null Curriculum"; (4) "Ways of Knowing: Girls and Boys Coming into Their Own"; (5) "The Formal Curriculum: Becoming Inclusive"; (6) "History"; (7) "Science"; (8) "English Literature and Language"; (9) "Mathematics"; (10) "Arts"; (11) "Computers"; (12) "The Informal Curriculum: Athletics"; (13) "The Informal Curriculum: Leadership"; and (14) "Parents and the Home Curriculum." Contains an extensive bibliography. (EH)

ED 412 156 SO 027 757

De Boe, David C.
Teaching Texas History: An All-Level Resource Guide. Second Revised Edition.
PUB DATE- 96
NOTE- 187p.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Annotated Bibliographies; Educational Resources; Elementary Secondary Education; Geography; *Local History;

Geography; *Inservice Education; Maps; Multicultural Education; Physical Geography; Social Studies; Staff Development; *World Geography; World History

IDENTIFIERS- *Germany

This manual contains a description of each of the instructional kits for teaching about Germany offered by the Goethe Institute. Each kit contains lessons plans, handouts, worksheets, color transparencies, and other support materials. This teaching packet provides information regarding the "best fit" of each lesson in the instructional materials packages to traditional social studies course topics. The materials provide students with the opportunity to address social studies topics and skills in an authentic context. The kits are listed in charts delineating the content and skills addressed in each area of the kit. (EH)

ED 412 178 SP 036 667

Alber, Sandy

Meeting the Challenge for High Level Parental Involvement in an Urban Professional Development School.

PUB DATE- 95

NOTE- 18p.; Paper presented at the Summer Conference of the Association of Teacher Educators (Williamsburg, VA, August 9, 1995).

LANGUAGE- English

EDRS Price- MF01/PC01 Plus Postage.

PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)

DESCRIPTORS- College School Cooperation; Elementary Education; *Group Dynamics; Higher Education; *Leadership Training; Low Income Groups; Minority Group Children; *Parent Empowerment; *Parent Participation; *Parent School Relationship; Partnerships in Education; Professional Development Schools; *Urban Schools

IDENTIFIERS- Detroit Public Schools MI

This paper describes how one professional development elementary school in Detroit (Michigan) encouraged high levels of parent involvement. In 1993, school faculty joined with six universities to form a collaborative partnership. The group believed that all partners had an equal voice and that parents should participate in all meetings and groups. Though the school already supported parental involvement, the group determined that parents needed more skills and opportunities for leadership roles to increase their confidence. They formed a leadership team of parents (with input from university staff) to identify school problems and address problem solving. During weekly meetings, parents learned group process skills and roles and practiced their skills in meaningful arenas. The parents planned and conducted a parent workshop addressing school needs. In planning, they were encouraged to assign typical parent tasks to faculty members so roles would blur. Because the first workshop was successful, the parents continued to meet and plan further workshops. The project successfully achieved the goals of addressing school needs and increasing parents' group process skills. (Contains 27 references). (SM)

ED 412 179 SP 037 549

Chapman, Stephen

SERVE Regional Forum on School Improvement, Proceedings (Tampa, Florida, October 6-9, 1996).

SPONS. AGENCY- Office of Educational Research and Improvement

Hartman); (6) "Unintentional Injury and Adolescents with ADHD (Attention Deficit Hyperactivity Disorder)" (Virginia McClelland); (7) "The Use of Computer-Assisted Instruction in Health Education" (Mollie Howerton); and (8) "Violence Prevention: A Health Educator's Perspective" (Susan C. Hill). An address list of reviewers and brief background information on the contributors are included. (ND)

ED 412 198   SP 037 575

Bibik, Janice M.
Metaphors for Teaching: How Health and Physical Education Teachers Describe Their Roles.
PUB DATE- 97
NOTE- 27p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Health Education; Higher Education; *Metaphors; Physical Education; Physical Education Teachers; *Reflective Teaching; *Self Concept; *Teacher Attitudes; *Teacher Role; Teaching Experience; *Teaching (Occupation)

One method of determining teachers' beliefs about teaching is through investigation of their personal teaching metaphors. Delaware health and physical education teachers (N=391) were surveyed with 104 responding (26.6 percent) to "A teacher is like...". Additionally, two factors were also explored: grade level taught and accumulated teaching experience. Seven metaphor categories emerged with parent/protector and group leader predominating (totaling 69 percent of responses). Results indicated that parent/protector was predominant in elementary and middle school and for teachers with 1-25 years of experience; group leader was dominant in high school and college and for teachers with over 25 years experience. It is concluded that an understanding of one's personal metaphor for teaching would assist in reflection about one's practice, which would provide potential for more effective teaching. (Contains 38 references.) (ND)

ED 412 199   SP 037 576

Templeton, Rosalyn Anstine; Jensen, Rita A.
Can Adding Movement to Learning Improve the Classroom Environment?
PUB DATE- 96
NOTE- 44p.; Paper presented at the Annual Meeting of the American Educational Research Association (New York, NY, April 8-12, 1996).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Classroom Environment; Grade 4; Intermediate Grades; *Movement Education; Parochial Schools; *Student Attitudes; Student Behavior; *Student Improvement; *Teacher Attitudes; Teacher Student Relationship; *Teaching Methods; Theory Practice Relationship
IDENTIFIERS- *Whole Brain Learning

Brain Gym is an educational curriculum that promotes whole brain learning through movement repatterning to improve students performance and attitudes about the learning process. This study of Brain Gym in relation to classroom climate and academic performance was conducted with 28 fourth-grade students in a midwestern urban parochial school. Participants

PUB DATE- 97
NOTE- 16p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Action Research; Administrator Role; *Educational Research; Elementary Education; Foreign Countries; *Principals; *Research Methodology; *Researchers; Teacher Researchers
IDENTIFIERS- Italy; *Reflection Process; *Researcher Role

The distinction between first-order and second-order research in action research is explored in the context of work on the Management for Organizational and Human Development (MOHD) project in Italy. Researchers worked with two groups of heads of primary schools in Italy to develop a path of reflection and research on their roles and functions and strategies to achieve cooperative management of their schools. Educational research in Italy is largely in the hands of academics, and teachers are generally not invited to participate. The distinction that is usually made between first-order inquiry by teachers and second-order research by central evaluators might be a helpful distinction in the Italian context in helping clarify the responsibilities of various participants, but experience with the MOHD project shows that it is difficult to separate the two types of research and assign them to practitioners and researchers respectively. When teacher/researchers reflect on the best strategies to develop teachers' reflective capacities, they are themselves practitioners carrying out first-order reflection on their practice. In the MOHD project, practitioners and research facilitators learned from each other in terms of reciprocal monitoring. Considering the MOHD research process results in the conclusion that the timing and use of strategies for cooperative management were the subject of first-order reflection, and could not easily be separated from second-order inquiry. The nature of the roles of heads of schools meant that they participated easily as practitioners and researchers. (Contains 10 references.) (SLD)

ED 412 219 TM 027 409

Yan, Jean W.
Examining Local Item Dependence Effects in a Large-Scale Science Assessment by a Rasch Partial Credit Model.
PUB DATE- 97
NOTE- 27p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Ability; Cluster Analysis; Goodness of Fit; *Item Response Theory; Monte Carlo Methods; Sampling; *Science Tests; *Test Items
IDENTIFIERS- Item Dependence; Large Scale Assessment; *Partial Credit Model; *Rasch Model; Testlets

Context-dependent items are traditionally analyzed independently, creating a situation in which the potential local item dependence effects among these items may cause a biased estimation of examinees' abilities. This study investigated the local item dependence effects on testlets in the tryout version of a statewide science assessment by a Rasch partial credit scale. Next, the 17 individual administrations were anchored to that scale and reanalyzed. The severity of the nine raters who graded most often were listed and plotted by administration. These plots show the consistency of each rater's level of severity. Results show that: (1) raters have an individual level of severity; (2) raters can usually maintain that level; and (3) some raters maintain their level of severity more consistently than others. The implications for equating performance assessments prospectively are discussed. (Contains 2 tables, 10 figures, and 5 references.) (Author/SLD)

ED 412 237 TM 027 470

Enggren, Priscilla, Ed.; Kovaleski, Joseph F., Ed.
ISSP: The Instructional Support System of Pennsylvania. Instructional Assessment Manual.
PUB DATE- 96
NOTE- 381p.
LANGUAGE- English
EDRS Price- MF01/PC16 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Educational Assessment; *Educational Testing; Elementary Secondary Education; *Inservice Teacher Education; Problem Solving; *Student Evaluation; Training
IDENTIFIERS- Instructional Support; *Instructional Support System; *Pennsylvania

Instructional assessment is a systematic approach to solving student academic, behavioral, and social-emotional problems by identifying the key factors that have created or are encouraging the problem. The instructional support team (IST) process emphasizes assistance to students. Assessment in IST consists of ongoing analysis of student functioning through assessments conducted in a functional context within the regular classroom. This training manual provides the essential elements that should be covered in any training in instructional assessment. It is to be used in conjunction with other training manuals for the Instructional Support System of Pennsylvania (ISSP). The following chapters are included: (1) "Background and Assumptions for Instructional Assessment"; (2) "Instructional Assessment's Role"; (3) "Phases of the IST Process"; (4) "Instructional Assessment for Behavior and Student Assistance"; (5) "Overheads/Training Suggestions"; and (6) "Activities/ Training Suggestions." Appendixes discuss curriculum-based assessment questions and answers and academic learning time, and present a case study in assessment instruction. (Contains 65 references.) (SLD)

ED 412 238 TM 027 477

Daniels, Patricia A.
Individual Action and Reflection: Four Case Studies of Teachers' Responses to a Statewide Assessment Policy.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 25p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142), Speeches, Conference Papers, "Papers Presented at..." (150)

and confidentiality. Reflection on the research resulted in the conclusion that these traditional ethics were not powerful enough to address all of the issues that emerged during this school-based study. The "professional ethics" defined by H. Sockett (1993) as "care, courage, honesty, fairness, and practical wisdom" provided a richer framework for the analysis of the relationships between the teacher and her students and the research team and the teacher-researcher. Care was apparent both in the caring relationship between the teacher and her students and in the caring relationships the research team developed with the teacher. The research team also displayed, at varying levels, the virtues of fairness, honesty, and practical wisdom. In addition, the teacher displayed these virtues in her interactions with students and the research team. (Contains 10 references.) (SLD)

ED 412 257 TM 027 539

Kowalski, Kenneth; Chittenden, Edward; Spicer, Willa; Jones, Jacqueline; Tocci, Cindy
Professional Development in the Context of National Board for Professional Teaching Standards Certification: Implications beyond Certification.
PUB DATE- 97
NOTE- 61p.; Papers presented at a symposium at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Elementary Secondary Education; Field Studies; Higher Education; *Licensing Examinations (Professions); Preservice Teacher Education; *Professional Development; *Standards; State Programs; *Teacher Certification; Teacher Evaluation; *Test Construction
IDENTIFIERS- *National Board for Professional Teaching Standards; Preservice Teachers

The National Board for Professional Teaching Standards (NBPTS) has challenged test developers to create a voluntary program of certification in which highly accomplished teachers receive recognition for meeting rigorous standards. These four papers report the experiences of teacher-candidates, school district administrators, researchers, and test developers who have participated in aspects of the National Board certification process. The first paper, "Professional Development and the NBPTS Certification Process: A Candidate's Perspective" by Kenneth Kowalski, presents an account of the professional development aspects of the certification process from the perspective of a candidate who has just completed the process. In the second paper, "Implications of National Board Certification for the Assessment and Supervision of Tenured and Non-Tenured Teachers" by Willa Spicer, an assistant superintendent presents a school district's response to the National Board's model and its implications for teacher evaluation and supervision. The third paper, "An Observational Study of National Board Candidates as They Progress through the Certification Process" by Edward Chittenden and Jacqueline Jones, takes a researcher's perspective and traces the progress of three different groups of teachers through the National Board certification process. In the last paper, "Professional Development Materials in the Context of Professional Certification: Lessons from the Field" by Cindy Tocci, a member of the certification development team reports on ways in which

Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Concept Formation; Curriculum Development; Grade 6; Grade 8; Intermediate Grades; Junior High Schools; *Learning Strategies; Middle Schools; Pretests Posttests; *Skill Development; Student Journals; Suburban Schools; Training; *Transfer of Training
IDENTIFIERS- Illinois (Chicago); *Middle School Students

A program was developed to improve students' transfer of concepts and skills among content areas and to the world outside of the classroom. The targeted population was sixth and eighth graders at a private middle school of 250 students in a stable middle-class community in a suburb of Chicago (Illinois). Study of the school site and a literature review supported the conclusion that the causes of the problems students were experiencing was lack of the skill of transfer. This was due to a disconnected curriculum, neglect of the teaching of the skills of transfer, and insufficient time given to application. Three categories of intervention were selected based on a review of educational research. The intervention began with connecting the curriculum to a greater degree. A second effort was targeting specific skills such as persuasive writing, predicting, and organizing information through projects such as the study of ancient Egyptian civilization and understanding a constitution. A third intervention required student journal writing. Post study data indicated that students are capable of transfer and that a focus on this skill improves the ability to transfer information. With practice, students became more independent in recognizing the relationships that exist among various areas of knowledge. Four appendixes contain a student essay form, a pretest on analogies, an essay posttest, and a parent survey used to supplement the study. (Contains three tables and four figures.) (SLD)

ED 412 276 TM 027 659

Armstrong, Jane
So You Have Standards? Now What?
SPONS. AGENCY- National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 32p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Communication (Thought Transfer); *Community Involvement; Educational Assessment; *Educational Change; Educational Planning; Educational Policy; Elementary Secondary Education; *Policy Formation; State Programs; *State Standards; Teacher Role; *Test Construction; Test Use; Testing Programs
IDENTIFIERS- Reform Efforts; *Standard Setting

Nearly every state has adopted or is in the process of adopting content and performance standards for education. This guide summarizes some of the lessons learned in developing standards. It also provides tips and strategies from early leaders in standards development to help educators and policymakers who are working on new forms of assessment. The lessons that were learned about involving the public in enacting standards also apply to new assessments. They are: (1) public involvement and policy development and implementation are inseparable; (2) listen first, talk later; (3) teacher involvement is essential; (4) show how new approaches enhance rather than replace old methods; (5) expect criticism and respond without becoming directories, and 3 other sources. (Contains six tables.) (SLD)

ED 412 292 TM 027 834

Selfa, Lance A.; Suter, Natalie; Myers, Sharon; Koch, Shaun; Johnson, Robert A.; Zahs, Daniel A.; Kuhr, Brian D.; Abraham, Sameer Y.; Zimbler, Linda J.
1993 National Study of Postsecondary Faculty (NSOPF-93). Methodology Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 719p.
LANGUAGE- English
EDRS Price- MF04/PC29 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Faculty; Colleges; Data Analysis; Data Collection; *Higher Education; *Institutional Characteristics; National Surveys; Reliability; *Research Methodology; Sample Size; Sampling; *Teacher Characteristics; Validity
IDENTIFIERS- *National Study of Postsecondary Faculty

The 1988 National Survey of Postsecondary Faculty (NSOPF-88), later named the National Study of Postsecondary Faculty, was the first comprehensive study of higher education instructional faculty conducted by the National Center for Education Statistics since 1963. This report provides a description of the 1993 NSOPF and the data generated by its methodology. The report is organized into 11 chapters and begins by introducing NSOPF-93 in the context of the earlier study in 1988. Chapter 2 details the data collection instruments, while chapter 3 discusses the NSOPF-93 sample design and implementation. Chapter 4 reviews institutional recruitment procedures and their results. Data collection procedures are discussed in chapter 5, and chapter 6 discusses data processing and control. Chapters 7 and 8 deal with institution and faculty response and nonresponse and questionnaire item response. Chapter 9 examines data quality in terms of validity and reliability. Chapter 10 examines faculty counts and summarizes the procedures used to reconcile discrepancies and to calculate best estimates for the NSOPF-93 faculty dataset. Recommendations for future NSOPF studies are found in chapter 11. The full-scale NSOPF-93 included an institution-level survey of 817 colleges and universities in the United States and a survey completed by 25,780 faculty members. Eighteen appendixes contain survey instruments, cover letters, and additional details about the research methodology. (Contains 61 exhibits.) (SLD)

ED 412 293 TM 027 835

Selfa, Lance A.; Suter, Natalie; Myers, Sharon; Koch, Shaun; Johnson, Robert A.; Zahs, Daniel A.; Kuhr, Brian D.; Abraham, Sameer Y.; Zimbler, Linda J.
1993 National Study of Postsecondary Faculty (NSOPF-93). Data File User's Manual: Public-Use Institution File and Restricted-Use Faculty File.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 673p.
LANGUAGE- English
EDRS Price- MF04/PC27 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for

millions. Information professionals will have to become more specialist, more trainer, more proactive, and more reference specialist, moving between the various information channels, balancing one against another and choosing the most cost-effective option. Public libraries face the greatest threat from the digital revolution, since they got a late start, and are struggling with their role--lender, trainer, searcher, or shopkeeper--and serving the diverse needs of all their patrons. End-users as now re-defined as: academic end-users; practitioner end-users, and general public end-users. (SWC)

ED 411 854   IR 056 681

Piggott, Sylvia E. A.
Putting Information on the Corporate Agenda as a Key Resource.
PUB DATE- 96
NOTE- 9p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Change; *Corporations; Foreign Countries; *Futures (of Society); *Information Scientists; *Information Technology; Leadership; Libraries; *Library Development; Library Services; Online Systems; *Organizational Effectiveness; Role; Skills; Success; Technological Advancement
IDENTIFIERS- Canada; *Competitive Intelligence; Global Economy

To help understand the trends, strategies, structure, and new skills that will be required by the information professional in this changing global environment, this paper examines the future of the library and information profession and the impact that information technology is having on the discipline. The paper focuses on the online delivery of information, reduced budgets, and competitive intelligence. It discusses skills and competencies for information specialists who wish to maintain a leadership role; two new roles for the information profession--business intelligence strategist and knowledge manager; technological tools; the future of the information profession; re-engineering the library model; and benefits of the re-engineered library model. A well designed and implemented competitive intelligence system coupled with outstanding library and information services is crucial to business success. If the information professional can utilize his or her competencies to implement a successful competitive intelligence system and tie it to the organization's success, as well as implement the re-engineered library model, then he or she will be able to put information on the corporate agenda as a key resource. (SWC)

ED 411 855   IR 056 682

Edwards, Catherine; Day, Joan; Walton, Graham
Disintermediation in the Year 2010: Using Scenarios To Identify Key Issues and Relevance of IMPEL2 eLib Project.
PUB DATE- 96
NOTE- 7p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

benefits of the single platform nature of HTML (hypertext mark-up language) to online hosts; the adoption of the Internet standard; and the new role of online hosts. Traditional online is in the decline, but traditional online hosts are far from becoming extinct. Host services on the Internet are removing the need for users to learn complex searching techniques and the need to go to multiple sites to locate information. The Internet is an opportunity for hosts to deliver targeted tools which precisely match the searching requirements of different audiences. New services are helping to eliminate the current dilemmas and hosts play an important role in that progression. (SWC)

ED 411 872   IR 056 699

Weller, Carolyn R., Ed.; Brandhorst, Ted, Ed.
ERIC Clearinghouse and Support Contractor Publications, 1996. An Annotated Bibliography of Digests, Information Analysis Products, and Other Major Publications of the ERIC Clearinghouses and Support Contractors Announced in "Resources in Education" (RIE) January-December 1996.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Educational Resources Information Center (ED), Washington, DC.
PUB DATE- 97
NOTE- 101p.; For the 1995 edition, see ED 395 595.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reference Materials - Bibliographies (131)
DESCRIPTORS- *Abstracts; Annotated Bibliographies; *Citations (References); Clearinghouses; Education; Educational Research; Federal Programs; Literature Reviews; Nonfiction; Publications; Resource Materials; State of the Art Reviews
IDENTIFIERS- Educational Information; ERIC

This annotated bibliography provides citations, abstracts, and indexes for the 224 documents produced by the 16 Educational Resources Information Center (ERIC) Clearinghouses in 1996. These publications consist of digests, bibliographies, state of the art reviews, and information syntheses of various types. An introduction describes the ERIC system, clearinghouse publications, the organization of this bibliography, the availability of clearinghouse publications, and adjunct clearinghouses. A statistical summary by year (1968-1996) shows the number of publications included for each clearinghouse in the series of which this bibliography is the most recent. Document resumes are provided from the following clearinghouses: (1) Adult, Career and Vocational Education; (2) Counseling and Student Services; (3) Reading, English, and Communication; (4) Educational Management; (5) Disabilities and Gifted Education; (6) Languages and Linguistics; (7) Higher Education; (8) Information and Technology; (9) Community Colleges; (10) Elementary and Early Childhood Education; (11) Rural Education and Small Schools; (12) Science, Mathematics, and Environmental Education; (13) Social Studies/Social Science Education; (14) Teaching and Teacher Education; (15) Assessment and Evaluation; and (16) Urban Education. Indexes by subject, personal author, and institution are provided. A diagram of ERIC system components and a directory of ERIC components with addresses, telephone, tax, and phone numbers, and brief descriptions of the clearinghouses' scope areas is also provided. A form for ordering microfiche or paper copy of ERIC Clearinghouse publications from the ERIC Document Reproduction

In order to significantly contribute to human resource development, the Philippines must develop an integrated educational system of lifelong learning, with a special emphasis on non-formal education. Despite the value that is placed on formal, or sequential academic schooling, it is non-formal schooling that makes accessible the acquisition of skills necessary for employability and competitiveness in the labor market. Several organizations have initiated non-formal education programs to aid the less fortunate sectors of society. Of these, the Education For All movement has made the greatest contribution in the acceptance of institutionalized non-formal education. The strongest proponents of implementation have been private schools, churches, and civic organizations. Primary focuses are on literacy education, livelihood skills, certification and equivalency programs, continuing education among professionals, and schools and university initiatives. Despite significant progress, achievements have not reached full potential due to lack of funding, coordination, and systematic planning amongst the various implementing agencies. Through increased funding, closer coordination, and ongoing communication between officials and leaders in both the public and private sectors, the Philippines might reap the economic benefits of non-formal education and lifelong learning. Contains 11 references. (YKH)

ED 411 890 JC 970 474

Huang, Judy
Distance Education: A Key Strategy for Lifelong Learning in Chinese Taipei.
PUB DATE- 97
NOTE- 16p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; *Distance Education; Economic Development; Educational Development; Foreign Countries; Higher Education; Labor Force Development; *Lifelong Learning; *Open Universities; Program Implementation
IDENTIFIERS- National Open University (Taiwan); *Taiwan (Taipei)

Through further implementation of distance education, Chinese Taipei may both continue and increase its economic development. The benefits of lifelong learning have been demonstrated in the past 30 years by the economic growth and labor force skills development in Chinese Taipei. The founding of the National Open University, in 1986, with its increased diversity and flexibility, has played a key role in this growth. Since its founding, the University has enhanced access to high quality education, developed degree granting programs, and increased its number of academic departments. Participation rates have been high, with the majority of students being women, older adults, and non-business sector workers. Public support has also been high, with the greatest demand among women, senior citizens, the handicapped, and rural inhabitants. This increased demand has resulted in new, beneficial educational policies. In efforts to increase accessibility, the Open University has eliminated its entrance exam requirement, and additional universities are being established in Taipei and Kaohsiung. Competition from these new universities, as well as from traditional universities, will result in improvements in student services. In order for success, however, distance learning must incorporate more effective, adult-based delivery

Evaluation; *Cooperative Learning; *Distance Education; Group Instruction; Higher Education; Program Development
IDENTIFIERS- FORUM Collaboration Software; Texas A and M University

Distance learning and collaboration software is beneficial to on-site students as well as off-site students. Collaborative learning (CL) allows students to work together in small groups to help each other master academic material. CL helps teachers by exploiting the ability of students to communicate with each other, and more actively engages students in academic content. It is often difficult, however, for students to find a place and time to work together. Certain students end up doing most of the work, with all of them receiving the same grade. Collaboration through computers would alleviate these problems because work can be done asynchronously, and students can create and access files at their own convenience. Texas A&M has developed and tested a collaboration software called FORUM. Proven advantages include: (1) development of writing skills; (2) teachers can see and respond to what everybody is thinking; (3) shy students are heard, while aggressive students are less able to dominate; (4) slow students are less embarrassed; (5) everybody has time to do good work; (6) their work is more efficient; (7) work can be anonymous; and (8) students can feel pride of ownership. Contains 17 references. (YKH)

ED 411 909 JC 970 519

Carey, Donna, Ed.
AACC Annual, 1997-98: A State-by-State Analysis of Community College Trends and Statistics.
PUB DATE- 97
NOTE- 80p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Numerical/Quantitative Data (110)
DESCRIPTORS- Associate Degrees; Census Figures; College Faculty; *Community Colleges; Educational Attainment; *Educational Finance; Educational Trends; *Enrollment; Expenditures; Labor Market; *State Surveys; Statistical Data; Tables (Data); Teacher Salaries; *Two Year College Students; Two Year Colleges; Unemployment; Welfare Recipients

Drawing on information provided by the American Association of Community College's database, the National Center for Education Statistics, and the U. S. Bureaus of the Census, Labor Statistics, and Economic Analysis, this publication provides a broad statistical overview of all the public and independent two-year colleges in the United States using extensive tables, charts, and graphs. Following introductory sections, the paper is divided in two parts. Part 1 provides national charts to offer a quick comparison of community college enrollments and median household income from state to state. Charts naming the top ten associate degrees and certificates awarded, revenue sources, mean earnings, and educational attainment are also included. Part 2 focuses on a state-by-state analysis that breaks down each state's statistics individually. Introductory profiles tell about major problems, current trends, and new developments on issues in each state. Following the profiles, charts offer information on the number of students enrolled, populations served by the community colleges, faculty salaries, funding and expenditures, sources of revenue, educational attainment of residents, state ranks for gross state product, statistics on unemployment, and number of welfare recipients. Information on data sources and a list of contact information due to remodeling of the facilities, but that total Operating Funds revenues will increase by 4.59%. (YKH)

ED 411 928 JC 970 541

Oromaner, Mark; MacPherson, Liliane; Lopez, Emma
Contributions of a Comprehensive Faculty and Staff Development Program to a Comprehensive Community College. Report 97.09-SR.
PUB DATE- 97
NOTE- 20p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Faculty; Community Colleges; *Faculty Development; Individual Development; Inservice Education; Mission Statements; Program Development; Program Implementation; School Community Relationship; *Staff Development; Two Year Colleges
IDENTIFIERS- *Hudson County Community College NJ

Hudson County Community College in New Jersey adopted a new mission statement in April 1993, which radically changed the school from a limited-mission college to a comprehensive college devoted to serving the entire community's educational needs. A strong faculty and staff development program was necessary for this transition. A new program was implemented to provide for all employee categories and integrate all development activities. A Faculty and Staff Development Council was formed to receive input from all sectors of the College community. The general goal was to initiate programs that serve the College's mission. Goals such as community building can be achieved through activities that support a sense of community among employees or help to integrate employees of the school in to the larger community college world. Professional growth can be encouraged through activities that have a direct relationship to the role performance of employees. Personal growth can be fostered through programs that have a direct impact on the growth of employees as individuals. Recognition and appreciation can be conveyed through formal acknowledgment of extraordinary colleagues. Examples of the "Faculty and Staff Development Newsline" section of Network, the monthly publication concerning institutional and individual activities, are appended. (YKH)

ED 411 929 JC 970 542

Foote, Elizabeth
Community Colleges: General Information and Resources. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.; For the 1995 edition of this digest, see ED 377 911.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- College Curriculum; *Community Colleges; Enrollment; *Financial Support; Internet; National Surveys; Organizations (Groups); *Student Characteristics; *Teacher Characteristics; *Two Year Colleges
IDENTIFIERS- ERIC Digests

IDENTIFIERS- Adler (Alfred); *Caregiver Attitudes; *Caregiver Response; Erikson (Erik); Learning Environment

This book is designed to provide child caregivers with a structured framework for guiding the behavior of young children in a manner that respects individual differences, builds healthy self esteem, and develops responsibility while allowing the caregiver to maintain limits and supervisory control. Section 1 of the guide offers a framework for understanding young children. This section includes chapters on the importance of self-esteem; democratic relationships and effective guidance; and psychological principles underlying infant and child behavior. Section 2 discusses developing positive relationships with children. Chapters in this section cover the role of encouragement in enhancing self-esteem; techniques for effective relationships with infants and with young children; and building responsive communication skills. Section 3 examines children's behavior and includes discussions of both positive and negative behavior and the appropriate response to each. Section 4 presents a discussion of effective guidance techniques including limit-setting, behavioral consequences, and child-initiated conflict resolution. Section 5 examines the role of appropriate environment in guiding children's behavior. Chapters discuss the importance of planning age-appropriate environments and how to improve environments when working with groups. Section 6 discusses other factors to consider when implementing a democratic and responsive approach to caregiving. Those include cultural diversity, parent needs and involvement, caregiver needs and behavior, and the influence of caregiver values. Each chapter contains references. (TJQ)

ED 411 948 PS 025 750

Fahlberg, Vera I.
A Child's Journey through Placement.
PUB DATE- 94
NOTE- 432p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Attachment Behavior; Behavior Problems; *Caregiver Child Relationship; Caseworker Approach; Caseworkers; Child Development; Childhood Needs; Communication Skills; Emotional Adjustment; *Foster Care; *Foster Children; *Foster Family; Grief; Interpersonal Communication; Nonverbal Communication; *Parent Child Relationship; Psychological Needs; Self Esteem; Separation Anxiety
IDENTIFIERS- Loss; *Out of Home Care; Transition Time

Although much is available in the child welfare literature about families and casework process and procedures, there is little literature available that has the child as its primary focus. This book focuses on a child's feelings, needs, and behaviors once the decision has been made to place the child in foster care. Several themes evident throughout the seven chapters of the book are the significance of interpersonal relationships, the necessity of building alliances with children and adults by enhancing communication skills, increasing the individual's knowledge of self, and the importance of developing a plan for the continuity of relationships throughout a lifetime. Chapter 1 examines the functions of close interpersonal connections and how attachments between children and families develop. Chapter 2 discusses aspects of normal child development. Separation and loss are the subjects of chapter 3, including descriptions of the normal grief process and the factors that influence it.

providing information that would enable policy-makers to address the problems faced by single-parent families. The report concludes that women's responsibility for child care was a major cause of economic inequality between men and women. Chapter 1 of the report provides a summary of the European community. The first part presents a definition of lone parenthood, the marital status of parents, household situations, dependent children, and a resulting "standard" definition for lone parenthood. The second part presents statistics and league tables on lone parent families. The third part details the labor force survey as a source of information. The final part addresses the economic situation of the families, including sources of income and poverty data. The report's second chapter presents sketches of individual countries to provide an overview of the status of lone-parent families and to highlight new developments. Sketches are provided for Belgium, Denmark, Germany, Greece, Spain, France, Ireland, Italy, Netherlands, Portugal, and the United Kingdom. The final chapter provides a summary and conclusions relating to the numbers, policies, and areas for further exploration, including the differing training needs of single parents in different countries. (Author/SD)

ED 411 966   PS 025 804

Smith, Celia; Pugh, Gillian
Learning To Be a Parent: A Survey of Group-Based Parenting Programmes. Family and Parenthood: Policy and Practice.
SPONS. AGENCY- Joseph Rowntree Foundation, York (England).
PUB DATE- 96
NOTE- 55p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Child Rearing; Foreign Countries; Interviews; National Surveys; Parent Background; *Parent Child Relationship; *Parent Education; Parenting Skills; *Parents; Program Descriptions; Program Effectiveness; Program Evaluation; Program Implementation
IDENTIFIERS- *Program Characteristics; Program Monitoring; Program Objectives; Program Techniques

Recognizing increasing difficulties faced by parents in the 1990s, this study surveyed group-based parenting programs in Great Britain in 1994-95. Findings indicate considerable diversity in program theory, objectives, content, and methods, with most programs based on social learning and behavioral principles. The main focus of programs is behavioral- or relationship-oriented. Program content typically consists of: (1) guidance on behavior management, communication, relationships, problem-solving, and handling stress; (2) child development information; and (3) parenting and parents' needs. The most common methods are group discussion, information-giving, audio or videotape, and role playing. Programs vary in availability and access, with the most widespread programs more available to middle class parents. Most heavily involved in program facilitation are psychologists and health visitors, social workers and teachers. Most programs are attended by white, middle-class women, with limited success in attracting a wider cross-section of parents. The majority of the programs have monitoring systems in place. Three main groups of parents are involved in group parenting programs: (1) parents who want to do a "good enough" job of parenting; (2) parents whose children have behavior problems; and (3) parents with multiple problems and very low self-esteem. The majority of parents competence, educational performance, and academic attainment; the interdependencies between the development of cognitive competence and educational performance; and the impact of social class, family socialization, cognitive competence, and educational performance on academic attainment. Participating were urban Icelandic children and adolescents, from ages 7 through 21 years. Social class was defined by the nature of parents' work, education, and income satisfaction. Restrictive and supportive socialization conditions were classified as factors derived from social network affiliation, time with child, control strategies, and child rearing styles. Cognitive competence was measured at 7, 9, 12, and 15 years by aggregated scores on a battery of Piagetian tasks. Academic performance was measured by grade point average, and educational attainment was represented by the educational level achieved by age 21. Results indicated that social class had a larger impact on educational performance and academic attainment than on individual cognitive competence. Family socialization influenced all outcomes. There was a minor direct influence of cognitive competence on academic attainment, mediated by educational performance. Thus, educational attainment was importantly influenced by social class, while cognitive competence was not. While the results confirm findings about the respective influence of social class and family socialization on the development of competence and educational performance, they differentiate between the effects of background variables and process variables on educational outcomes at different levels. (KB)

ED 411 983 PS 025 834

Lindsay, Jeanne Warren; McCullough, Sally
Teens Parenting--Discipline from Birth to Three: How To Prevent and Deal with Discipline Problems with Babies and Toddlers.
PUB DATE- 91
NOTE- 190p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescents; Child Development; *Child Rearing; Corporal Punishment; Discipline; *Early Parenthood; Grandparents; Infant Behavior; *Infants; Motor Development; *Parent Child Relationship; Parent Materials; Parenting Skills; *Toddlers
IDENTIFIERS- Parent Needs; Toilet Training

Written for teenage parents, this book is designed to help them use appropriate methods of discipline for their infants and toddlers. Chapter 1, "Discipline Is Important!" defines discipline and discusses the importance of setting limits. Chapter 2, "Infants and Discipline," concerns the importance of parents disciplining themselves to meet infants' needs during the first 6 months. Chapter 3, "He's Crawling--Help!" focuses on discipline during the second half of baby's first year, including feeding and bedtime concerns. Chapter 4, "Child-Proofing as Discipline," discusses preparing the environment to safely nurture infant curiosity. Chapter 5, "One to Two Years--Into Everything," addresses toddlers' growth of independence, scribbling and painting, problems with biting, and the importance of imitation. Chapter 6, "Yelling, Spanking Don't Help," deals with problems posed by and alternatives to corporal punishment. Chapter 7, "Two to Three Years--Your Busy of corporate initiatives in the work and family area. Two appendices present tables of the prevalence of work-family programs in companies and the four stages of evolving focus of work-life initiatives. (JPB)

ED 412 000 PS 025 860

Vogel, Nancy
Getting Started: Materials and Equipment for Active Learning Preschools.
PUB DATE- 97
NOTE- 54p.; Photographs may not reproduce well.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Art Materials; Child Development Centers; Classroom Design; *Classroom Environment; Classroom Techniques; Cultural Background; Early Experience; Educational Equipment; *Instructional Materials; Preschool Curriculum; *Preschool Education; Reading Materials; Science Materials; Teaching Guides; Teaching Methods
IDENTIFIERS- High Scope Demonstration Preschool Project; High Scope Educational Research Foundation MI

This book provides information to guide the development of an active learning early childhood program by assisting in the selection of materials and equipment to support children's cognitive, physical and social development. The guide considers the arrangement of classroom areas, and elements of the daily routine. The following classroom interest areas are covered: art area, block area, house area, toy area, book area, computer area, movement and music area, sand and water area, and woodworking area. The outdoor play areas are also discussed. The sections on each of these areas include suggestions for locating and planning the area and a list of suggested materials and equipment, with quantities specified. The guide concluded with sample diagrams of three typical classrooms. The guide offers suggestions for selecting culturally appropriate materials, for prioritizing, arranging, acquiring and supplementing materials in each area. (JPB)

ED 412 001 PS 025 861

Hohmann, Mary
A Study Guide to Educating Young Children: Exercises for Adult Learners.
PUB DATE- 97
NOTE- 491p.
LANGUAGE- English
EDRS Price- MF2 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Active Learning; *Adults; Case Studies; Curriculum; Experiential Learning; Higher Education; *Learning Activities; Parent Participation; Parent Teacher Cooperation; Preschool Education; Professional Development; Staff Development; *Study Guides; Teacher Student Relationship; Teamwork
IDENTIFIERS- *High Scope Model

Recognizing that active learning is suited not just to children but to adults as well, this study guide is designed to support adults engaged in learning the High/Scope approach to preschool education, in a college course, on their own, or in staff development programs. Each study guide chapter consists of a variety of interactive exercises to connect the ideas presented expand on these ideas, exploring the stages of the evaluation framework outlined in chapter 2. Both chapters discuss questions to consider, ways to obtain information to answer them, and examples of how having good information has strengthened real-world strategies at each stage in their development. Chapter 5 describes key internal and external resources that can enrich an evaluation. The guide concludes with a tool kit, which contains tables and sample forms that support points made in the text, and a reference section, which contains 25 references. (LPP)

ED 412 018   PS 025 892

Campbell, Pam; Siperstein, Gary N.
Improving Social Competence: A Resource for Elementary School Teachers.
PUB DATE- 94
NOTE- 275p.; A Longwood Professional Book.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Educational Environment; Elementary Education; *Elementary School Students; Elementary School Teachers; *Interpersonal Competence; *Interpersonal Relationship; Learning Activities; *Resource Materials; *Social Development

Recognizing the importance of friendship and peer acceptance in children's lives, this resource book translates research findings on the development of social competence into a tool providing skills, information, and activities that teachers can use to develop the social competence of elementary school students. Activities are based on the notion that socially skilled children who are confident in social situations can become even more competent in classrooms that are rich in social opportunities. Chapter 1 of the book shows teachers how to determine their preferred teaching style to see if they impede or promote social interaction. Chapter 2 discusses the impact of classroom rules, space, and time on opportunities for social interaction. Chapter 3 allows teachers to examined teaching methods for interaction opportunities and discusses the use of cooperative learning techniques. Chapter 4 considers how the teacher, environment, and instruction combine to determine the classroom climate, and suggests ways to improve the climate. Chapter 5 provides assessment tools to identify students who lack social skills and discusses modeling and coaching as instructional techniques, while chapter 6 provides information to identify and assist students who lack self-confidence. Each chapter contains information, assessments, and activities. Appendices include activities using modeling or coaching, additional resource, and methods for developing instructional goals and objectives for individualized educational plans. Contains 89 references. (Author/KB)

ED 412 019   PS 025 894

Morris, Loretta R.
A Study of Children in Kindergarten, First, Second, and Third Grades at Ronceverte Elementary and the Extent Preschool Has on Retention and Compensatory Education.
PUB DATE- 97
NOTE- 78p.; Master's Thesis, Salem-Teikyo University.

PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Agribusiness; *Agriculture; *Cultural Maintenance; Economic Development; Elementary Secondary Education; Environmental Education; *Farmers; *Industrialization; Life Style; Reminiscence; *Rural Areas; Rural Development; Rural Education; Rural Farm Residents; Social Change; *Sustainable Development; Traditionalism; Values
IDENTIFIERS- Cultural Values; Environmental Ethic; Minnesota; *Rural Culture

This book consists of 17 essays about living with the land and the importance of reinvigorating the values of rural life. The essays include personal reflections about growing up in rural Minnesota and opinions about the state of neglected rural towns and people. The author grew up during the 1950s on an 80-acre farm that his family rented in Rosewood Township, Minnesota. His father supplied the tools, the labor, and the seeds and kept two-thirds of the crop. His family lived off of the land--every summer his mother canned vegetables, fruits, jams, sauces, and meats for the winter. The book suggests that the industrialization of farming has marginalized rural culture and led to the impoverishment of rural towns and communities. Bread baking provides an example of how industrialization changed everyday life. When store-bought bread replaced home baking, the family abandoned more than a habit of living--they lost a piece of rural culture that influenced various aspects of their quality of life. Since 1910, industrialization has reduced the farm workforce from about 50 percent of the U.S. population to less than 2 percent and led to the development of a handful of huge, agribusiness corporations that dominate the American agricultural economy. The book suggests that individuals should oppose any economy that sees people as an expendable resource, that does not consider the health of communities, and that defines reductions in human labor as efficient regardless of nonpecuniary consequences. It questions what kind of values rural people are teaching their children when they sell themselves, in the name of economic development, as ideally suited to the least attractive kinds of factory work, or when they allow the rest of society to dump its toxic trash on rural land for the sake of a few jobs. Recommendations are offered for education, agriculture, and economic development that will reinvigorate rural communities and a rural way of life. (LP)

ED 412 034 RC 021 147

Manifesto on Rural Life.
PUB DATE- 50
NOTE- 229p.; See especially Chapter 4, "Catholic Rural Education" (p. 18-22) and its annotations (p. 96-104).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Adult Education; *Agriculture; Catholics; Christianity; *Church Role; Economic Factors; Elementary Secondary Education; Family Life; Philosophy; Policy; Position Papers; *Rural Areas; Rural Education; Rural Family; *Rural Farm Residents; Rural Urban Differences; Rural Youth; Social Problems; *Values
IDENTIFIERS- *Agrarianism; *Catholic Church; Rural Culture

Written in 1939, this book outlines fundamental Catholic principles and policies that address problems associated with the agricultural system and rural living during the early 20th physical senses are stimulated by singing, which in turn produces heightened states of sensitivity and arousal. As part of a holistic healing practice within adventure therapy programs, singing can be used explicitly to heal physical and other ailments. Singing is particularly advantageous when working with women who have experienced being silenced through abuse, as it provides the space and a tool with which to be heard in a profound and whole way. When a group sings en masse, all members contribute to a synergistic spiraling of collective energy, insight, and creativity that can lead to holistic "peak experiences" and a sense of finding an inner "home." Singing and music should not be peripheral or an add-on to the outdoor curriculum, but a core component to curriculum design and integrated into educational events. Contains 16 references and 5 additional resources. (TD)

ED 412 051 RC 021 172

Porter, Terry
"Connecting with Courage," An Outward Bound Program for Adolescent Girls.
PUB DATE- 96
NOTE- 10p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Adolescent Development; Consciousness Raising; *Early Adolescents; Educational Strategies; *Empowerment; *Experiential Learning; *Females; Outdoor Education; Puberty; Self Concept; Sex Role; Sex Stereotypes; Social Development; Womens Education
IDENTIFIERS- Androcentrism; *Outward Bound; *Single Sex Programs

Research on girls' development has found that girls see the world that coheres through human relationships rather than through systems of rules, and that 12 or 13 is a watershed age for girls, a time of "central relational crisis." As their bodies enter the physiological transformations that culminate in womanhood, they face an onslaught of social pressures: norms, expectations, and sanctions related to what it means to be feminine in our culture. Reacting to this change in their relational environment, girls go through a process of silencing their inner voice and projecting an outward self that conforms to society's expectations. Eventually the developing girl forgets her internal voice. The Connecting with Courage (CWC) program is an Outward Bound course that helps girls aged 12-13 to amplify rather than stifle their personal voices. CWC nurtures girls' courage in the sense that courage is associated with personal integrity within one's self and one's relationships. Two critical elements in the program's enormous success are that it combines artistic and creative activities with more traditional adventure elements, and that instructors become role models by developing relationships with the girls and showing them through example that they can speak out, question convention, and engage assertively in relationships. The course has spawned similar courses for adult women, mothers and daughters, and classroom teachers. Strong, fully developed women's voices are needed to fuel the paradigm shift away from Western patriarchal culture. (TD)

ED 412 052 RC 021 173

Dal Vera, Anne

implemented in Tasmanian schools during 1994. Descriptions of 11 projects in primary, secondary, district high, and senior secondary schools and colleges in both urban and rural settings are included. Each description is a story of how the project began including details of the doubts, successes, and difficulties encountered by the people associated with the project. Together the stories provide insight into the factors assisting or hindering the implementation of educational innovation. This guide contains information on the project context; curriculum profiles; methodology details; case studies of projects in science, mathematics, and technology education; and a section highlighting common themes from the case studies. Contains 18 references. (DDR)

ED 412 070 SE 060 514

Ediger, Marlow
Affective Objectives in the Science Curriculum.
PUB DATE- 97
NOTE- 12p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Active Learning; *Affective Objectives; Cognitive Objectives; *Cooperative Learning; Educational Objectives; Elementary Secondary Education; Higher Education; Science Education; Self Evaluation (Individuals); *Student Attitudes; *Student Centered Curriculum; Student Participation
IDENTIFIERS- *Emotional Intelligence

An increasing number of educators advocate the feeling dimension in learning. Quality emotions and feelings assist students in achieving optimally in the cognitive domain. Individuals who are hostile, negative, have short attention spans, and mistreat others in the classroom have more difficulty reaching their potential than other students in the same setting. This paper explores the need for affective objectives in science education. Several relatively new programs stress emotions and their consequences for individuals. Teaching teams of student teachers and cooperating teachers stress student involvement in science curriculum development. In several situations these teaching teams had worked out a set of learning centers whereby students individually could choose which tasks to pursue and which to omit in an ongoing science unit of study. Learners might then sequence their own experiences. Teachers served as guides and assisted as well as encouraged students to continually achieve. Democracy emphasizes that students respect each other's ideas and contributions and students achieve more optimally when democracy is practiced in the classroom. Suggestions include class discussion within committees and other cooperative learning opportunities. (PVD)

ED 412 071 SE 060 530

Martin, Michael O.; Mullis, Ina V. S.; Beaton, Albert E.; Gonzalez, Eugenio J.; Smith, Teresa A.; Kelly, Dana L.
Science Achievement in the Primary School Years. IEA's Third International Mathematics and Science Study (TIMSS).
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.; National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 206p.; For the report on the middle years, see ED 410 234.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.

personal aspirations. By contrast, college women still pursuing a science career in such areas as research science or medicine (Pursuers) were also interviewed. Results indicate that both Switchers and Pursuers used language of the self when discussing their career goals and when describing clashes they experienced when considering future science careers. Pursuers negotiated clashes for their intended science career through conversations with and examples set by their mentors whereas the Switchers did not seem to have examples or images of future selves and turned away from their science career aspirations to pursue other careers. (Author/AIM))

ED 412 093 SE 060 608

Jacque, Ensign
Linking Life Experiences To Classroom Math.
PUB DATE- 96
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Classroom Techniques; Cultural Context; Early Childhood Education; Elementary Education; Elementary School Mathematics; Epistemology; Intellectual Disciplines; Learning Strategies; Mathematical Applications; *Mathematics Instruction; Prior Learning; *Student Experience; Teaching Methods; Whole Language Approach; Word Problems (Mathematics)
IDENTIFIERS- Ethnomathematics; *Formalism

Despite suggestions for incorporating students' experiences into school math lessons, mathematics education seems to be the last bastion of formalism. This paper reports on a sociocultural study of the use of students' personal experiences in early childhood elementary mathematics lessons. This study documents the use of students' personal out-of-school experiences in classroom math and other subjects and investigates barriers that may prevent such linking. The following questions are addressed: (1) To what extent do teachers currently link school math and students' personal out-of-school experiences? and (2) What influences the use of such linking? The study included observations of lessons in mathematics, language arts, and social studies in public, private, and homeschool settings. Despite recommendations in the literature, results showed that teachers rarely link students' personal experiences to math concepts. Linking is more common in language arts and social studies than in mathematics lessons. This study found that the gap between school math and the life experiences of students is established early in elementary school. It is therefore suggested that any reforms need to be implemented in the early grades as well as higher grades. (PVD)

ED 412 094 SE 060 610

Millar, Susan; Squire, Lynn
Chem 110 Follow-Up Study Report #1.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 96
NOTE- 91p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation

include: (1) "Thinking about Being a Mathematics Teacher" (Thomas J. Cooney); (2) "Developing a Topic across the Curriculum" (Thomas J. Cooney); (3) "Designing Teaching: The Pythagorean Theorem" (Erich Ch. Wittman); (4) "Analyzing Subject Matter: Fundamental Ideas of Combinatorics" (Georg Schrage); (5) "Modeling with Functions" (John Dossey); and (6) "Posing Mathematically: A Novelette" (Stephen I. Brown). (ASK)

ED 412 114 SE 060 666

Gilbert, Harry; Smith, Diana Gilbert
Gravity: The Glue of the Universe. History and Activities.
PUB DATE- 97
NOTE- 200p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052),Historical Materials (060)
DESCRIPTORS- Concept Formation; Educational Strategies; Elementary Secondary Education; *Gravity (Physics); *Physics; *Relativity; *Science Activities; Science Curriculum; *Science History; Stars; Teaching Guides

This book presents a story of the history of gravity, the glue of the universe, and is based on two premises: (1) an understanding of mathematics is not required to grasp the concepts and implications of relativity; and (2) relativity has altered forever the perceptions of gravity, space, time, and how the universe works. A narrative text section at the beginning of each chapter details the history of scientific thought and a total of 12 lesson plans employ the theme of gravity to teach scientific concepts and processes. The nine chapters contain information and activities related to the theories of Aristotle and Galileo, the nature of space, the principles of relativity, Einstein's view of gravity, the life cycle of stars, and black holes. References and a selected bibliography that includes Internet resources are provided. The appendix contains information on how to weigh the earth, permittivity, special relativity, and calculating the gravitational radius. Contains 29 references. (DDR)

ED 412 115 SE 060 670

Shrader, Greg; Lento, Eileen; Gomez, Louis; Pea, Roy
Inventing Interventions: Cases from CoVis--An Analysis by SES.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Uses in Education; *Curriculum Development; Educational Cooperation; Educational Innovation; Educational Resources; Educational Technology; Experiential Learning; Hands on Science; Instructional Improvement; Internet; Interschool Communication; Partnerships in Education; *Science Education; Secondary Education; Socioeconomic Influences; *Socioeconomic Status; Student Projects; Teacher Attitudes

This paper presents the preliminary results of ongoing case study research in the Learning through Collaborative Visualization Project (CoVis) testbed. The goal of CoVis is to promote project-enhanced science pedagogy. The project focuses on three areas: (1) project-enhanced science teaching and learning; (2)

the solar system, the sun as a star, mythology, and places to visit. A glossary, a book list, and a "science" play based on Snow White called "Astra Alba and the 6(1) Quarks" is also included. (PVD)

ED 412 135 SE 060 716

Solomon, Joan
Primary Technology Using Stories from History. Stories, Artefacts, & Teachers Inset.
PUB DATE- 96
NOTE- 96p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Class Activities; *Curriculum Enrichment; Elementary Education; Elementary School Science; Experiential Learning; Foreign Countries; *Hands on Science; Instructional Materials; *Science History; Science Instruction; Scientific Concepts; *Story Reading; *Technology
IDENTIFIERS- Great Britain

Recent research shows that of all the subjects in the curriculum, primary (elementary) teachers in Great Britain felt least confident about technology. This book presents stories from history along with accompanying projects to teach technology in the primary grades. By focusing on technology in history, students were steered away from the "high-tech" image of technology. Through the story context and the reactions of other children in their age group, students can begin to develop understanding and empathy with people who lived in earlier times. Story settings include ancient Egypt, ancient Athens, Roman invasion of Britain, Anglo-Saxons, Tudor England, Victorian England, and the year 1935. Teacher notes after each lesson are divided into technology/science and history categories. The process involved in the curriculum design, use of projects and resources, the teaching of design, the effect of technology teaching on cognitive skills, mechanisms and structures, and learning to evaluate are all discussed. (PVD)

ED 412 136 SE 060 720

Jurema, Ana Cristinia L. A.; Lima, Maria Edite Costa; Filho, Merval Jurema
Using Computers in K-12 Schools: A Project Presentation and Evaluation.
PUB DATE- 96
NOTE- 19p.; Paper presented at the International Conference on Technology and Distance Education (7th, Alagoas, Brazil, November 19-22, 1996).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Literacy; *Computer Science Education; Computer Uses in Education; Cooperative Learning; Curriculum Development; *Educational Change; *Educational Objectives; Educational Technology; Elementary Secondary Education; Foreign Countries; Foreign Students; *Futures (of Society); *Information Science; Information Science Education; Interdisciplinary Approach; Learning Activities; Science and Society; *Science History; Technological Advancement
IDENTIFIERS- Brazil

Social Studies; State Government; *State History; United States History
IDENTIFIERS- *Texas

This annotated resource guide offers scores of teaching aids to enrich the teaching of Texas history and geography. This edition differs from its predecessors in several ways: videocassettes replaced the section on 16mm films; the section on "Traveling Museum Exhibits" was dropped because the items were too costly for use in the typical classroom; and additions were made to reflect the tremendous advances in technology made over the past few years. The guide's entries are organized by author, title, publisher/manufacturer/ distributor, price, and intended age group. The table of contents offers: (1) "Preface"; (2) "Videos"; (3) "Filmstrips and Slide/Tape Sets"; (4) "Instructional Aids"; (5) "The Internet"; (6) "Publications"; (7) "Juvenile Books"; (8) "Bibliographic Guide to Texas History for Teachers"; (9) "List of Distributors"; and (10) "Bringing History Home." (EH)

ED 412 157 SO 027 758

Binko, James B.; Neubert, Gloria A.
Teaching Geography in the Disciplines. Fastback No. 400.
PUB DATE- 96
NOTE- 66p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Elementary Secondary Education; Fundamental Concepts; *Geographic Concepts; *Geography; *Geography Instruction; Human Geography; *Interdisciplinary Approach; Physical Geography; Social Studies; World Geography

This booklet provides an overview of interdisciplinary geography and supplies practical examples of how geography can be linked to other subjects. Because geography is included in new state high school graduation requirements, the subject is making a renaissance in the classroom. Teachers are finding new and exciting ways to integrate geography into existing courses of study, and are revising curricula to incorporate geographic perspectives into other disciplines. The fastback is divided into five sections: (1) "Geography's Renaissance"; (2) "Components of Geographic Understanding"; (3) "Frameworks for Teaching Geography"; (4) "Geography in History and Social Studies"; and (5) "Geography in Other Disciplines." Samples of geographic integration are provided for the subjects of art, English and language arts, foreign language, health, history, mathematics, music, physical education, social studies, and science. Contains 65 references. (EH)

ED 412 158 SO 027 759

Kitzelman, Jacquie, Ed.
Colorado Multicultural Resources for Arts Education: Dance, Music, Theatre, Visual Arts, and Folk Arts. Second Edition.
PUB DATE- 96
NOTE- 101p.; For earlier edition, see ED 353 165.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reference Materials - Bibliographies (131)
DESCRIPTORS- Aesthetic Education; American Indian Culture; American Indians; *Art Education; Asian Americans; Black

(ED), Washington, DC.
PUB DATE- 96
NOTE- 56p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- *Community Involvement; Educational Environment; *Educational Improvement; Educational Technology; Elementary Secondary Education; Faculty Development; Literacy; *Parent Participation; *School Culture; Student Evaluation; Student Improvement; Teacher Researchers; Teaching Conditions; Theory Practice Relationship
IDENTIFIERS- United States (Southeast)

The first SERVE Regional Forum on School Improvement brought together 300 educators from Alabama, Florida, Georgia, Mississippi, North Carolina, and South Carolina. These proceedings include: introductory information on SERVE, an introduction to the forum, the forum agenda, comments from participants, summaries of the keynote presentations, and overviews of the conference's 10 themes or "strands." The themes were: (1) student assessment; (2) community involvement; (3) facilitating continual improvement; (4) literacy; (5) monitoring school progress and evaluation issues; (6) parent involvement and early childhood education; (7) professional development; (8) school organization and climate; (9) teacher research; and (10) technology for teaching and learning. Presenters included teams of teachers and school/district administrators who shared their practice-based knowledge and experiences, researchers who discussed the theories and findings supporting some current models and concepts for addressing school needs and affecting change, SERVE's field-based research and development partners who described authentic implementations of promising school improvement programs and processes, and specialists from other regional laboratories and federally-funded service centers. A resources and information section contains an address list of forum participants and registration information for the 1997 forum. (ND)

ED 412 180 SP 037 550

Morgan, Pamela
A Teacher's Working Portfolio: Enhancing Professional Growth and Building a Curriculum.
PUB DATE- 97
NOTE- 51p.; A project submitted in partial fulfillment of the Esther A. and Joseph Klingenstein Fellows Program.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Curriculum Development; Educational Objectives; *Faculty Development; Inservice Teacher Education; *Portfolios (Background Materials); *Private Schools; Program Proposals; School Culture; Secondary Education; Secondary School Teachers; *Teacher Improvement; Theory Practice Relationship

This proposed Klingenstein project is a design for a professional development program for the Upper School faculty (N=41) at Renbrook School, an independent school, in West Hartford (Connecticut). It is also an attempt to use the theories of adult learning, human cognition, educational leadership, and definitions of school culture and change to create a prototypical orientation to effective and long-lasting staff development efforts in independent schools. Several concrete goals and products are attached to the design. For example, were in a class taught in a traditional way by a traditional teacher who considered Brain Gym an interruption in her scheduled class activities. Findings indicated that students preferred more satisfaction and cohesiveness than they actually perceived in their classroom, both before and after the study, as well as less friction and competitiveness. The majority of students' grades stayed the same or declined in all subjects but English and spelling. However, in English and spelling, the majority of students received higher grades at the conclusion of the 9-week grading period than they received for the previous grading period. Study results suggested: (1) Brain Gym not only allowed students to move, but enabled them to feel a sense of hope and to make choices in their classroom; (2) teacher beliefs and attitudes about teaching and learning informed the results of the Brain Gym project; and (3) for school reform projects to succeed, consideration must be given to how they are initiated and implemented and to the effect they have on individuals. (Contains 29 references.) (ND)

ED 412 200 SP 037 577

Betz, Muhammad
Educational Technology Needs and Wants in Rural Oklahoma Schools.
PUB DATE- 97
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Administrator Attitudes; *Curriculum Development; Educational Research; *Educational Technology; Elementary Secondary Education; Higher Education; Preservice Teacher Education; *Rural Schools; Surveys; *Teacher Attitudes; *Teacher Education Curriculum
IDENTIFIERS- *Oklahoma

Two research efforts were conducted by the education faculty at Southeastern Oklahoma State University to determine what inservice teachers felt they needed to know about educational technology in order to be successful teachers in the public schools and then to structure educational technology courses in the teacher education curriculum accordingly. The first component surveyed education technology courses offered by 10 teacher education departments in Oklahoma. Results of the survey revealed that most courses were geared toward traditional audio-visual concepts and practices. The second component surveyed new and veteran teachers and school administrators. Survey findings indicated that only 20 percent of new teachers considered themselves very prepared to use educational technology, 70 percent of administrators considered themselves moderately prepared, and veteran teachers considered themselves least prepared. Nearly 85 percent of administrators and 80 percent of veteran and new teachers felt that university course work in use of educational technology was either very or moderately important. All three groups affirmed that instruction in educational technology should continue to increase in importance. (ND)

ED 412 201 SP 037 578

Technology and the New Professional Teacher. Preparing for the 21st Century Classroom.
SPONS. AGENCY- AT&T Foundation, New York, NY.
PUB DATE- 97
NOTE- 51p.
LANGUAGE- English

model. Cluster sampling combined with stratified sampling was used. Data were analyzed in five different configurations to study the relationships between context-dependent items at the individual item level and at the testlet level. It is shown that local dependence effects may be controlled and a better fit for testlet calibration can be obtained by employing the Rasch partial credit model for some, but not all testlets. (Contains 2 figures, 11 tables, and 35 references.) (Author/SLD)

ED 412 220   TM 027 411

Rodriguez, Jorge
"At-Risk": A Measure of School Failure in American Education.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Failure; *Behavior Patterns; Black Students; Dropouts; Ethnic Groups; Family Structure; Grade 8; *High Risk Students; Hispanic Americans; Junior High Schools; Locus of Control; Longitudinal Studies; Multivariate Analysis; Parent Child Relationship; *Racial Differences; Regression (Statistics); *Socioeconomic Status
IDENTIFIERS- *National Education Longitudinal Study 1988

At-risk students are defined as those who are in danger of not graduating from school. These potential dropouts can be characterized by a variety of factors that lead to educational underachievement. In this study, the outcome explored is "outcast," a combination of student behavioral factors that captures student alienation from school in the larger context of being "at-risk." The focus is on social and school structures that impair students' abilities to learn and grow. Data are from the base year of the National Education Longitudinal Study of 1988, a study of the educational status of about 25,000 eighth graders. A multivariate regression analysis used the outcast factor as the dependent or outcome variable with these independent variables introduced to determine their effects on "outcast": Hispanic or African American status, socioeconomic status, gender, family structure (single parent or no parent), middle school grade point average, parent-child communication, family stress, and student perceptions of control or luck ("nocontrol"). The multivariate regression analysis demonstrated that the observed stratification between ethnic and gender groups was mediated for Hispanics with the inclusion of the "nocontrol" reports, suggesting at least some degree of internalization of one's own outcast characteristics. The African American group continued to be significant in outcast status despite the inclusion of this factor. The research also demonstrated that school suspensions are more likely to be imposed on African American males in particular. In the final analysis, it seems that until we revise schooling to treat people as individuals in context and not as pawns or agents of a system, disparate treatment will continue and effective educational reform may be beyond our grasp. Four appendixes present charts from the regression analyses. (Contains 10 tables and 16 references.) (SLD)

ED 412 221   TM 027 412

Palaszewski, Bo

DESCRIPTORS- Case Studies; Educational Policy; *Elementary School Teachers; Grade 5; *Individual Differences; Intermediate Grades; *Portfolio Assessment; Portfolios (Background Materials); Professional Development; Self Evaluation (Individuals); *State Programs; *Teacher Attitudes; Test Use; *Testing Programs; Writing (Composition); Writing Tests
IDENTIFIERS- Alternative Assessment; *Vermont

The success of alternative assessments such as the Vermont Assessment Program (VAP) is heavily dependent on the involvement and commitment of teachers. This paper focuses on the implementation of the writing portfolio component of the VAP in the classrooms of four teachers who have different knowledge and beliefs about teaching and assessment. The historical context and basic structure of the writing portion of the VAP are described. Vermont schools, which are predominantly rural, have a long tradition of local governance, teacher autonomy, and inclusion of students with disabilities in the regular classroom. Four experienced fifth-grade teachers, first-time implementors of the VAP, were studied to determine the effects of this policy on teachers in different contexts. These four teachers represent four different belief cultures: curriculum-oriented, process-inquiry, polytheoretic, and minimalist. There were varying degrees and types of influences in these four classrooms as a result of their first year of participation in the portfolio system. The teachers began with different beliefs and practices, approached the VAP task differently, and finished with different degrees of involvement at the end of the year. The influence of the VAP in the classrooms ranged from none to changes in organizational procedures, to students writing more and producing more kinds of writing, and to students engaging in a new process of reflection and self-evaluation. Results suggest the need for long-range, flexible, and multidimensional approaches to professional development and the implementation of alternative assessment. An appendix provides an analytical writing assessment guide. (Contains 4 figures and 18 references.) (SLD)

ED 412 239   TM 027 478

Butler, Olivia D.; Hanson, Bradley A.
Examination of Presmoothing and Postsmoothing Methods in Equating a Direct Writing Assessment.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Equated Scores; *Sample Size; Test Results; *Writing Tests
IDENTIFIERS- *Equipercentile Equating; Linear Equating Method; *Smoothing Methods

The effectiveness of smoothing in reducing random errors in equipercentile equating of a short writing assessment with two raters, two prompts, with scores ranging from zero to five was examined. Thirteen methods were examined: no equating, three presmoothing, three postsmoothing, three combination presmoothing and postsmoothing, mean equating, linear equating, and unsmoothed equipercentile. The data for the study resulted from simulations of a writing assessment with one and two raters used for a large testing program. Mean equating appears to have less error with small samples than the other methods. A combination of presmoothing and postsmoothing appears to have less error using a small sample with two raters. For the larger sample size, presmoothing with degree three appears to have information from field studies has informed test development, increased understanding of the support mechanisms candidates may require, and aided the design of professional development materials. (SLD)

ED 412 258 TM 027 547

Creagh, Cathy; McHaney, Tamara
Investigating Assessment.
PUB DATE- 97
NOTE- 62p.; Master's Research Project, Saint Xavier University.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Action Research; Cultural Differences; Educational Research; High School Students; High Schools; Instructional Effectiveness; *Performance Based Assessment; Pretests Posttests; *Secondary School Students; Student Attitudes; Suburban Schools; *Teacher Attitudes; Test Construction; Test Use; *Testing Problems
IDENTIFIERS- Illinois (Chicago Suburbs)

This report describes a project to develop more effective types of assessment in high school classes. The targeted population was high school students in two different middle-class communities in the northern suburbs of Chicago (Illinois). One site in a very stable, homogeneous community, predominantly white, contains 1,155 students. The other site, with 2,207 students, is very multicultural. The problems with traditional assessment tools are documented through teacher and student surveys, taped interviews, and a search of current literature. Analysis of problem causes reveals that traditional assessment tools are inadequate for the increasing trend toward including special education students in mainstream classrooms. The old-fashioned method of assessing everything with paper and pencil is outmoded in light of today's research on multiple intelligences and interdisciplinary strategies. A review of solution strategies suggested by experts in education, combined with an analysis of the problem setting, resulted in the selection of three modes of intervention for this action research project. The first was to determine faculty knowledge of and use of different types of education through a survey completed by 45% of the first school's 117 teachers and 39% of the other school's 179 teachers. Student attitudes regarding different types of education were assessed through a survey of 14 students from the smaller school and 26 from the larger. Models of teaching using various performance tools were introduced. Postintervention data indicated that students are more engaged in performance assessment tasks than in traditional objective tests. Students spend more time preparing for performance assessment, are more likely to learn transferable assessment lessons from their work, describe the assessment in a more positive manner, are more proud of their work, and perceive performance assessment as a better means of showing what they have learned. Four appendixes present project survey instruments. (Contains 10 tables and 17 references.) (Author/SLD)

ED 412 259 TM 027 555

MDR's Enrollment Comparison Report 1996/97.
PUB DATE- 97
NOTE- 37p.
LANGUAGE- English

preoccupied; (6) understand that results take time; (7) demystify reforms; (8) communicate the big picture to the public; (9) be willing to adjust based on public and educator needs and concerns; and (10) build a strategic communications plan. Concerns about new assessments are likely to involve new formats and reporting, the technical accuracy of the assessment, and low scores as the tests are initiated. Other probable concerns are the consequences of assessment, teachers' roles, and the costs of new assessments. Thirteen resource organizations are listed for further help. (SLD)

ED 412 277   TM 027 709

Legum, Stanley; Caldwell, Nancy; Davis, Bryan; Haynes, Jacqueline; Hill, Telford J.; Litavecz, Stephen; Rizzo, Lou; Rust, Keith; Vo, Ngoan
The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates. E.D. Tabs
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 1153p.; For the study's technical report, see ED 411 325.
LANGUAGE- English
EDRS Price- MF09/PC47 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Academic Records; *Core Curriculum; *Course Selection (Students); Data Collection; Data Processing; Educational Policy; Educational Trends; *High School Students; High Schools; National Surveys; Policy Formation; Research Design; *Research Methodology; Sample Size; Sampling; Tables (Data); Trend Analysis
IDENTIFIERS- National Assessment of Educational Progress; National Center for Education Statistics; *National High School Transcript Study (NCES)

The 1994 High School Transcript Study (HSTS) provides the Department of Education and other policymakers with information about current course offerings and students' course-taking patterns in the nation's secondary schools. One objective was to determine changes in course offering and selection patterns since the previous studies in 1982, 1987, and 1990. Another objective was to compare course-taking patterns to results from the National Assessment of Educational Progress (NAEP), an assessment of educational achievement nationwide. In 1994, transcripts were collected for more than 25,000 students who graduated from high school that year. These students were from 340 schools that participated in the NAEP. Information in this report documents a significant increase since 1982 in the percentage of graduates completing curricula recommended by the National Commission on Excellence in Education. As of 1994, over 25% of high school graduates are completing programs satisfying the Commission's recommendations for college-bound graduates, and nearly one-third are completing the Commission's core curriculum. Chapters 1, 2, and 3 of this report contain highlights of the study results, descriptions of the studies from 1982 through 1994, an introduction to the tables of data, a brief description of subject taxonomy, a discussion of the comparability of samples in the studies, and directions for testing the significance of differences reported in the tables. Appendix A contains tables of study data, and Appendix B lists study codes for each category of data. (Contains 121 tables.) (SLD)

Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *College Faculty; Colleges; Data Analysis; Data Collection; *Higher Education; *Institutional Characteristics; National Surveys; Reliability; *Research Methodology; Sample Size; Sampling; *Teacher Characteristics; User Needs (Information); Validity
IDENTIFIERS- Data Files; *National Study of Postsecondary Faculty; *User Guides

This manual provides guidance and documentation for users of the 1993 National Study of Postsecondary Faculty (NSOPF-93) restricted-use data files and of the public-use institution data file. The NSOPF-93 was the successor to a 1988 study of postsecondary faculty. Information about the purpose of the study, the data collection instruments, the sample design, data collection, and data processing procedures for NSOPF-93 are also included. Chapters 1 through 5 provide background to the study, information on questionnaire development, sampling, and data collection and processing procedures. Chapter 6 is a guide to the data files and codebooks, and chapter 7 discusses the comparability between the NSOPF-93, the 1988 study, and other data sets. For the 1993 study, the sample was increased from the 480 institutions and 11,013 faculty members surveyed in 1988 to 974 institutions and 31,354 faculty. Response were received from 817 institutions and 25,780 faculty members. Fifteen appendixes contain survey instruments and cover letters and technical information on the data files and codebooks. (Contains 24 exhibits.) (SLD)

ED 412 294 TM 027 837

Calderone, John, Ed.; King, Laura Mitchell, Ed.; Horkay, Nancy, Ed.
The NAEP Guide: A Description of the Content and Methods of the 1997 and 1998 Assessments. Revised Edition.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 83p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; Comparative Analysis; *Data Collection; Educational Assessment; *Elementary Secondary Education; National Surveys; *Research Methodology; Sampling; Scoring; State Surveys; *Test Bias; Test Interpretation; Testing Problems
IDENTIFIERS- *National Assessment of Educational Progress

The National Assessment of Educational Progress (NAEP), often called the "Nation's Report Card," is the only nationally representative, continuing assessment of what U.S. students know and can do in various subject areas. NAEP provides a comprehensive measure of students' learning at critical junctures in their school experience. The NAEP has been conducted regularly since 1969. The goals of this "Guide" are to provide readers with an overview of the project and to help them understand the philosophical approach, procedures, analysis, and psychometric underpinnings of the NAEP. It acquaints readers with the NAEP resources, demonstrates how the survey design matches the NAEP role as an indicator of national achievement, and describes some of the methods used in the 1997

PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Change; Cultural Influences; *Electronic Libraries; Foreign Countries; *Futures (of Society); Higher Education; Information Retrieval; *Information Scientists; *Information Technology; Librarians; Library Development; Library Services; Online Systems; Organizational Development; *Search Intermediaries; Social Influences
IDENTIFIERS- *Disintermediation; *Scenarios; United Kingdom

Among information workers, the term "disintermediation" has been used to describe the diminishing role of the intermediary associated with the electronic information environment. IMPEL2 is a JISC-funded e-Lib Project investigating the social, organizational, and cultural impacts of the growing electronic library in United Kingdom higher education. This paper forecasts possible developments and changes in disintermediation through the year 2010. The use of structuring scenarios has been identified as a useful tool to identify key issues. The IMPEL2 team used a scenario-building technique to identify issues surrounding disintermediation. Six stages comprise the production of scenarios: (1) deciding on drivers for change; (2) bring drivers together into viable framework; (3) produce initial mini-scenarios; (4) reduce to two scenarios; (5) write the scenarios; and (6) identify issues arising from the scenarios. Issues identified as important include: the intermediary will still exist; the intermediary might not be a librarian; the intermediary might have a very different role to play; and the control of the flow of information may be restricted by a number of factors. The scenarios show that the issues are as much social and political as personal and individual. The use of scenarios as a means of involving groups in exploring both the wide and narrow contexts is a valuable tool. The potential for a greater appreciation of both the threats and opportunities for librarians working in a changing environment is evident. (Contains 16 references.) (Author/SWC)

ED 411 856   IR 056 683

Kinghorn, Cris
What To Do When Disintermediation Looms.
PUB DATE- 96
NOTE- 6p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Access to Information; Computer Networks; Costs; Futures (of Society); Information Dissemination; Information Industry; *Information Management; *Information Needs; *Information Scientists; *Information Services; Online Searching; Online Systems; Role; Search Intermediaries; Technological Advancement; User Needs (Information); *Users (Information)
IDENTIFIERS- *Disintermediation

This paper provides an overview of the differing levels of disintermediation (defined by Harvard Business Review as simply "compressing the supply chain") experienced by business information professionals with mature end-user communities, and their impact on the role of today's information center. Technology has made disintermediation inevitable, simply

Service is attached. (AEF)

ED 411 873 IR 056 700

Lippincott, Kate
Growing a Diverse Workforce in the Library and Information Science Professions. ERIC Digest.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Diversity (Faculty); *Diversity (Institutional); Diversity (Student); Higher Education; *Information Science; *Library Science; *Mentors; *Minority Groups; *Recruitment
IDENTIFIERS- ERIC Digests

The number of minority graduates from accredited graduate library and information science programs has increased in the decade from 1984-85 to 1994-95. However, the percentage of minority graduates of total graduates is small, increasing from 6.79 percent minority graduation in 1984-85 to 10.01 percent minority graduation in 1994-95. The library and information science profession's gain is not enough to bring minority representation in the profession to a parity level for individual minority groups. Common themes used by library and information science programs that are successful in recruiting minorities include: faculty from ethnic or minority groups; active multicultural participation; financial support; partnerships with specific libraries; targeted recruitment strategies; and creative delivery of classes. National and state library associations need to provide leadership in diversity initiatives aimed at recruitment, retention, and promotion. All library professionals need to encourage and promote the profession to the minority support staff in their libraries and to the minority students in their communities who are making career choices. Personal outreach and mentoring, though time-consuming, may sometimes be the only way to identify and reach specially qualified and interested individuals. Includes a reading list of key citations on minority recruitment and diversity issues since 1993. (Contains 25 references.) (SWC)

ED 411 874 JC 970 458

Hatton, Michael J., Ed.
Lifelong Learning: Policies, Practices, and Programs.
SPONS. AGENCY- Canadian International Development Agency, Ottawa (Ontario).; Association of Canadian Community Colleges.
PUB DATE- 97
NOTE- 372p.; For individual articles, see JC 970 459-483. Endorsed and supported by the Asia Pacific Economic Cooperation Forum's Human Resources Development Working Group.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Adult Education; Articulation (Education); Economic Development; Educational Objectives; *Educational Policy; Educational Practices; Foreign Countries; Labor Force Development; *Lifelong Learning; Models; National Programs; Postsecondary Education; Program Descriptions; *Role of

and evaluation tools. Hopefully, greater acceptance for distance learning from employers will be achieved as graduates demonstrate success in all walks of life. (YKH)

ED 411 891 JC 970 475

Mann, Carolyn M.
Prior Learning Assessment: U.S. Experience Facilitating Lifelong Learning.
PUB DATE- 97
NOTE- 12p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Educational Testing; Higher Education; *Lifelong Learning; *Occupational Tests; *Portfolio Assessment; *Prior Learning; *Vocational Education
IDENTIFIERS- American College Testing Program; American Council on Education; Educational Testing Service

This paper focuses on the role of prior learning assessment in the life long learning of adults in the United States. The introduction stresses the increasing importance of life long learning in American society. The second section reviews prior learning and its assessment. Prior learning is formally defined as learning which has been acquired through non-academic life and work experience. Prior learning assessment is defined as a system of evaluating and granting college credit to adults who can articulate and document that they have achieved the objectives of a given course or set of competencies. The third section reviews the three basic approaches used to award credit for prior learning. The first approach most commonly uses standardized tests produced by either Educational Testing Services (ETS) or American College Testing Services (ACT). The second approach uses challenge examinations developed by the American Council on Education (ACE). The third approach uses a portfolio, a formal document produced by the individual being assessed which details learning acquired through non-college experiences. The final section discusses in general terms how prior learning assessment can help facilitate interest and commitment to life long learning. Contains 12 references. (JDI)

ED 411 892 JC 970 476

Yoshio, Jiro
Thoughts on a Regional Approach for Lifelong Learning.
PUB DATE- 97
NOTE- 16p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Distance Education; Economic Development; Educational Change; Foreign Countries; *Independent Study; *Labor Force Development; *Lifelong Learning; Program Implementation; Regional Cooperation; *Regional Planning; Regional Programs; Technological Advancement; Vocational Education
IDENTIFIERS- *Asia Pacific Region

An improved educational infrastructure must be developed in East and Southeast Asia Pacific Economic Cooperation (APEC) countries in order to accommodate the surge of economic growth for state administrators of community college systems is included. (ECF)

ED 411 910 JC 970 520

Di Benedetto, Victoria; Ortiz, Rachel
Women in Technology Program. End of Year Report 1996-1997.
SPONS. AGENCY- Texas Higher Education Coordinating Board, Austin.
PUB DATE- 97
NOTE- 200p.; Project supported by funds from the Carl D. Perkins Vocational Education Opportunity Act; for the 1994-95 report, see ED 387 163.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Annual Reports; Attitude Change; Building Trades; Community Colleges; Employed Women; Equal Opportunities (Jobs); Measurement Objectives; Mentors; *Nontraditional Occupations; Outcomes of Education; *Outreach Programs; Program Implementation; Student Financial Aid; *Technical Occupations; Two Year Colleges; *Womens Education; Work Experience Programs
IDENTIFIERS- El Paso Community College TX

The Women in Technology (WIT) program at Texas' El Paso Community College (EPCC) was established to recruit women into nontraditional occupations, offering technical education, services to help retain women, and community outreach efforts to help change attitudes. This report describes outcomes for the 1996-97 fiscal year, focusing on six WIT objectives, activities undertaken to achieve them, and measures used to determine effectiveness. Introductory sections describe the program and general outcomes, indicating that over the past 8 years, the number of women enrolled in technical fields at EPCC has increased 52%. Next, activities and performance measures for 1996-97 are presented for the following six objectives: (1) to participate in efforts related to changing social attitudes, including a media interview program on the college channel entitled, "Women's Worth"; (2) provide information on nontraditional technical/vocational careers to the community; (3) provide individual academic, personal, and financial support to women students in technical/vocational classes; (4) provide a mentoring system for WIT students by other WIT students and women community role models; (5) provide internship opportunities to four single parents, displaced homemakers, sex biased, or pregnant nontraditional student majors per quarter; and (6) provide for a 60-hour training course for women in residential construction, to be offered twice per year. Appendixes, comprising roughly half the document, provide lists of participants and activities, sample brochures, and worksheets and evaluation forms. (ECF)

ED 411 911 JC 970 521

Bender, Louis W.
Perspectives on the Current Status of and Emerging Policy Issues for Community Colleges. AGB Occasional Paper Number 1.
PUB DATE- 91
NOTE- 44p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Administrative Organization; Career Education; *College Role; Collegiality; *Community Colleges; Community Services; Educational Development; Financial Problems;

This digest offers general information about American community colleges and lists a variety of sources of additional information about these institutions. The digest provides the defining characteristics of community colleges and information on their curricula; statistics on enrollments and student characteristics; information on faculty characteristics; information on revenue sources; the names and addresses of nine organizations concerned with community college education; a list of periodicals focusing on community colleges; information on available Internet resources, including selected listservs, gophers, and Usenet news groups; and a bibliography of 16 major publications on community colleges. The digest notes that: (1) there are 1,364 public community colleges and 437 private two-year institutions in the United States; (2) 42% of all first-time, full-time freshmen enroll in community colleges; (3) in fall 1993, credit course enrollment totaled 2 million full-time and 3.5 million part-time students nationally; (4) the average student age is 32 years, though the modal age is 19; (5) 57.8% of all community college students are women; (6) 69.8% of community college students are Caucasian, 11.1% are African-American, 10.5% are Hispanic, 4.6% are Asian, 1.1% are Native American, and approximately 1% are non-resident aliens; (7) approximately 46.4% of all minorities enrolled in higher education are attending two-year colleges; (8) community colleges employ 76,413 faculty, with 69% employed on a part-time basis and 63.9% holding a master's degree; (9) the average salary for faculty was $42,101 in 1992; (10) state appropriations accounted for 43% of the operating revenues in fall 1992, while tuition accounted for 22%; and (11) average charges for tuition in 1996 were $1,245 at public community colleges and $11,502 at private two-year colleges. (ECF)

ED 411 930   JC 970 543

Southwestern College Student Experiences: A Synthesis of Survey Findings and Classroom Observations. Summary Report.
PUB DATE- 93
NOTE- 25p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Students; Community Colleges; *Educational Assessment; Educational Improvement; Institutional Research; Qualitative Research; Questionnaires; Research Reports; School Effectiveness; *Student Attitudes; Student Behavior; *Student Experience; Student Surveys; Two Year Colleges
IDENTIFIERS- Community College Student Experiences Quest; *Southwestern College CA

California's Southwestern College (SWC) conducted student surveys and synthesized research data to create a report that identifies 12 common student experience themes, providing a framework for improvement. The study includes information from various surveys, a review of responses to the 1990 Community College Student Experience Questionnaire, and results from a study of student behavior in the classroom. A qualitative approach was used to integrate the research documents and create a list of themes describing key features of the SWC student experience. The 12 themes are: (1) though faculty ratings were high, faculty/student interaction outside of class was low; (2) multiple learning techniques were preferred over straight lecture; (3) students' expectations for college success varied; (4) ratings on grading policies were varied; (5) many external obstacles existed to college success; (6)

Chapter 4 covers transitions and ways to minimize the trauma of moves when they must occur. Assessment and case planning skills necessary for successful resolution of placement cases are presented in chapter 5. Chapter 6 discusses the treatment of common behavioral problems of the child in placement, addressing both immediate interventions and the underlying needs. Chapter 7 examines children's use of non-verbal communication over speech, and the importance of adults learning to listen to children's behaviors and enhancing their own skills when communicating with their children. Contains over 120 references. (TJQ)

ED 411 949 PS 025 759

Bonnett, Michael
Children's Thinking: Promoting Understanding in the Primary School. Children, Teachers, and Learning Series.
PUB DATE- 94
NOTE- 205p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- Child Development; Cognitive Development; *Cognitive Processes; Cognitive Structures; *Comprehension; *Concept Formation; Developmental Stages; Knowledge Representation; *Learning Processes; Learning Theories; Primary Education; *Thinking Skills
IDENTIFIERS- *Childrens Questions; *Thinking Skills Program

This book brings a philosophical perspective to the topic of children's thinking. It attempts to answer the questions of what it is to think and understand, and how children do so. The book provides an introduction to the philosophy of education as it relates to children's understanding, and is careful not to assume any previous philosophical background. The focus is on a limited number of perspectives central to structuring children's learning relevant to classroom practice. Part one addresses thinking and understanding in the context of the primary school curriculum by introducing the problem, describing what is involved in developing children's thinking, and how children's learning should be structured. Part two addresses some answers in the rationalism and thinking view by describing the rationalist view of thinking, and relating rationality to the individual, liberal education, and education reconsidered. Part three provides an existentialist perspective and addresses the existentialist backdrop to thinking and understanding, self-expression in learning, authentic-rational thinking and poetic thinking. Part four explores the role of the teacher in developing children's thinking, including the place of structure in developing thinking, assessment of children's thinking and understanding, and teaching as poetry. (Author/SD)

ED 411 950 PS 025 764

Marcus, Rachel; Harper, Caroline
Small Hands: Children in the Working World. Working Paper Number 16.
PUB DATE- 97
NOTE- 82p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - General (140)
DESCRIPTORS- *Child Labor; *Child Welfare; *Children; Education

perceive positive outcomes from these programs, including increased self-confidence and self-esteem, improved understanding of their behavior and their child's behavior, improved relationships and communication, reduced stress and tension, and less problematic child behavior. (Two appendices list parenting programs included in the study and describe theoretical frameworks for parent education. Contains 84 references.) (Author/KB)

ED 411 967 PS 025 805

Utting, David, Ed.
Families and Parenting: Conference Report. Proceedings of a Conference (London, England United Kingdom, September 26, 1995).
PUB DATE- 96
NOTE- 63p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Collected Works - Proceedings (021)
DESCRIPTORS- Adolescents; *Child Rearing; Children; Community Programs; Family Life; *Family (Sociological Unit); Foreign Countries; Government Role; *Parent Child Relationship; *Parent Education; Parent Teacher Cooperation; *Parenting Skills; Parents; Program Descriptions; Social Networks; Social Support Groups; Workshops
IDENTIFIERS- Family Community Relationship; Family Support; Great Britain

These proceedings contain papers presented at a conference sponsored by the Family Policy Studies Centre in London, September, 1995, which brought together professionals to describe their parenting support or education projects which were part of the Department of Health's Parenting Initiative. Conference papers discussed the role of government in supporting family life, parenting adolescents, and the importance of community-based programs; and workshop topics were parenting education, parenting support and information, parenting and professionals, and parenting and the community. The introduction to the conference proceedings describe the purpose of the conference and briefly summarizes the papers (Ceridwen Roberts). The papers were: (1) "Opening address" (John Bowis); (2) "Parenting Yesterday, Today and Tomorrow" (Sebastian Kraemer); (3) "Parenting Adolescents" (John Coleman); and (4) "Growing Pains--Every Parent Needs Some Support" (Maggie Mills; Christine Puckering). The workshops were: (1) "Parenting Education in Secondary Schools--the Greater Manchester Project" (Penny Sharland); (2) "Parenting and Learning: The OU Experience" (Mick Jones; Margy Whalley); (3) "Family Nurturing Network" (Kahren Quickenden); (4) "The Moyenda Project" (Lynthia Grant); (5) "Growing Pains--Every Parent Needs Some Support" (Maggie Mills and Christine Puckering); (6) "Brief Encounters: Helping Encounters: Helping the Professionals to Help Parents" (Penny Mansfield; Deirdre Morrod); (7) "Teachers, Parents and Other Professionals Working Together" (Titus Alexander); (8) "The Hayle Project--a Cornwall Prevention Project" (Kevin Kenna; Alex Ashcroft); and (9) "Using Community Networks to Set Up Parent Groups" (David Gamble). Each paper contains references. Appended are brief descriptions with contact information for the Parenting Initiative Projects and biographical information on the presenters. (KB)

ED 411 968 PS 025 806

Ferri, Elsa; Smith, Kate

Runabout," discusses the toddlers' skills, their desire to imitate and be in control, and temper tantrums. Chapter 8, "Don't Rush Toilet Training," provides guidelines for respecting children's feelings while toilet training, toileting readiness, and tips for success. Chapter 9, "Focus on Mom and Dad," addresses challenges to teenage parents, stresses of parenting, self-confidence, and fathers' role. Chapter 10, "When Too Much Goes Wrong," identifies stresses of teenage parenting, defines child abuse, and suggests sources of support. Chapter 11, "When Grandparents Help Discipline," concerns the importance of consistency in discipline when there is more than one caregiver. Chapter 12, "Ten Strategies that Work," summarizes effective discipline strategies for infants and toddlers. Contains 17 references. (KB)

ED 411 984 PS 025 835

Szarkowicz, Diane Louise
Young Children's Developing Understanding of Conceptual Perspective Taking.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Age Differences; *Cognitive Development; Comparative Analysis; Foreign Countries; Models; *Perspective Taking; Predictor Variables; *Preschool Children; Preschool Education; Social Cognition
IDENTIFIERS- Theory of Mind

In an attempt to validate the findings of other researchers regarding the development of conceptual perspective taking, this study used Taylor's (1988) 2-tiered model to examine development of perspective taking among 40 3- to 5-year-olds. Participating were 22 males and 18 females from English-speaking backgrounds attending a preschool in Australia. Three theory-of-mind tasks were used, in which a hand puppet questioned children to determine the developmental sequence of Level 1 and Level 2 abilities. Level 1 (Basic) questions assessed whether children understood that perception could be a source of knowledge; Level 1 (Advanced) questions assessed whether they understood that a puppet character could have different interpretations of a situation based on the knowledge he received. Level 2 questions assessed whether children could demonstrate an understanding that the mind can misrepresent reality. Findings indicated that age was an important predictor of conceptual perspective-taking ability, whereas verbal ability was not found to be an important predictor. Thus, 3-year-olds tended to have a "copy" theory of mind in which they believed that seeing is equivalent to knowing, whereas 5-year-olds were more likely to understand the interpretative nature of mental states. A linear, hierarchical model of development was identified for conceptual perspective taking, in which a basic Level 1 ability developed before an advanced Level 1 ability, which in turn developed before a Level 2 ability. Findings have implications for the theory-formation hypothesis. (Contains 20 references.) (Author/KB)

ED 411 985 PS 025 836

Coy, Katherine C.; Parrot, Tracie A.

in the text, "Educating Young Children," with the learners' own experiences and observations of young children. The types of exercises include hands-on explorations and experiences with materials, child studies, analysis of photographs and case studies in terms of curriculum elements, recollections and reflections about curriculum topics, construction of definitions, relating child observations to curriculum topics, trying out support strategies, and making implementation plans. Part 1 of the guide describes the active learning approach inherent in High/Scope, focusing on the way children construct knowledge, establishing a supportive climate, involving families in active learning settings, and working in teams to promote active learning. Part 2 contains learning activities related to the active learning environment, specifically arranging and equipping learning spaces, the High/Scope daily routine, the plan-do-review process, group times, outside times, and transition times. Part 3 presents learning activities to illustrate High/Scope key experiences in creative representation, language and literacy, initiative and social relations, movement, music, classification, seriation, number, space, and time. Each area of activities list related publications and videos. (KB)

ED 412 002 PS 025 862

Pierce, Michelle
Improving Elementary Students' Motivation.
PUB DATE- 97
NOTE- 84p.; Master's Action Research Project, Saint Xavier
University and IRI/Skylight Field-Based Master's Program.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- Assignments; Change Strategies; Class Activities; *Cooperative Learning; Elementary Education; *Elementary School Students; Homework; Intervention; Learning Motivation; *Student Improvement; *Student Motivation; Student Participation; *Student Responsibility
IDENTIFIERS- Multiple Intelligences; Self Awareness

This action research project evaluated an intervention to motivate elementary students to be more responsible for their learning. Participating was a targeted class of fifth graders in a medium-sized rural community in northern Illinois. The problem of inadequate class participation and percentage of homework completed was documented through surveys given to 28 fifth graders, parents, and 32 teachers; observation checklists; and student records. The intervention consisted of: (1) a teacher-made assignment notebook for student to record homework; and (2) the establishment of student base groups that worked with the teacher to develop and maintain classroom strategies and projects. Instructional activities were developed using a multiple intelligences approach, involving student interaction and social skill development, and involving cooperative learning. A multiple intelligence questionnaire was completed by students the first week of school. Cooperative activities were implemented with "pair share" partners and within base groups. Project Charlie, a self-awareness program, was also implemented. Each student was also assigned a different class job to perform every week. Post-intervention data indicated an increase in the students' prompt homework completion to over 90 percent and an increase in class participation to close to 100 percent in both small and large groups. Results from student surveys indicated that over 75

LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Dissertations/Theses - Master Theses (042),Reports - Research/Technical (143)
DESCRIPTORS- Comparative Analysis; *Compensatory Education; Early Experience; Elementary School Students; *Grade Repetition; Kindergarten Children; *Outcomes of Education; Preschool Children; *Preschool Education; *Preschool Evaluation; Primary Education

This study examined the relationship between preschool attendance and placement in compensatory education and retention rates in grades kindergarten through 3. Participating were 292 students in kindergarten through grade 3 in 1994-96 at a small elementary school serving a lower to middle class population in West Virginia. Students were placed into two groups based on preschool attendance; the number of students not attending preschool was selected randomly from the non-preschool group to comprise a sample equal in number to the group of children which had attended preschool. The two groups were compared for school retention and placement in compensatory education programs such as Title 1 Reading or Math, speech therapy, or services for children with learning disabilities. Findings indicated that students who had been in preschool were less likely to have been retained or placed in compensatory education programs than students who had no preschool experience. About 18 percent of the students in the preschool group received compensatory education or had been retained, in comparison to 50 percent in the non-preschool group. (Contains 19 references.) (KB)

ED 412 020 PS 025 895

Rockwell, Robert E.; Andre, Lynda C.; Hawley, Mary K.
Parents and Teachers as Partners: Issues and Challenges.
PUB DATE- 96
NOTE- 315p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Community Organizations; Cultural Differences; Early Childhood Education; Educational Technology; Home Visits; Parent Associations; Parent Conferences; Parent Education; Parent Empowerment; *Parent Participation; Parent Rights; *Parent School Relationship; Parent Teacher Conferences; *Parent Teacher Cooperation; *Parents; Partnerships in Education; School Community Relationship; Special Education; Special Needs Students; Volunteers

Recognizing the critical importance of parent involvement in early education, this textbook presents a variety of strategies and techniques for parent involvement in early childhood education programs. Chapters in the first part of the book focus on specific issues and challenges in implementing parent involvement. Chapter 1 examines the need for parent involvement. Chapter 2 discusses how parents and teachers can learn to become partners in children's education and examines the implications of family status and stress. Chapter 3 contains information on working with families from diverse backgrounds, including teacher attitudes and school practices. Chapter 4 describes working with families of children with special needs, including legal protections. Chapters in part two describe several categories of strategies for communicating century. The manifesto was derived from Catholic social philosophy and espouses the benefits of an occupation in agriculture, including the development of private property; the fostering of homelife; and a culture that encourages initiative, prudence, thrift, courage, and other personal virtues. It was written in response to the growing disparity between urban and rural living that became apparent following World War I. These disparities were attributed to the reduction of foreign and domestic markets, costly national programs of economic self-sufficiency, and a steady migration of farm youth from rural areas to urban centers. The first part of the book includes 180 statements representing principles and policies related to the rural Catholic family, farm ownership and land tenancy, rural resettlement, Catholic rural education, rural Catholic youth, Catholic culture in rural society, rural community, the rural pastorate, rural church expansion, rural health, rural social charity, the farm laborer, farmer cooperatives, rural credit, agriculture in the economic organism, and rural taxation. The second section of the book consists of annotations documenting the factual and statistical resources that formed the basis of the principles and policies advocated by the Catholic Church. Contains references and an index. (LP)

ED 412 035 RC 021 151

Nord, Mark
Overcoming Persistent Poverty--and Sinking into It. Income Trends in Persistent-Poverty and Other High-Poverty Rural Counties, 1989-94.
SPONS. AGENCY- Department of Agriculture, Washington, DC.
PUB DATE- 97
NOTE- 38p.; Paper presented at the Annual Meeting of the Rural Sociological Society (Toronto, Ontario, Canada, August 1997). Contains maps that will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Differences; *Income; *Low Income Counties; Minority Groups; *Nonmetropolitan Areas; Poverty; *Poverty Areas; *Regional Characteristics; Rural Areas; Rural Population
IDENTIFIERS- *Economic Trends

In 1989, 31.6 percent of the rural poor lived in persistent-poverty counties (those with poverty rates exceeding 20 percent for every decennial census year since 1960), and an additional 12.6 percent lived in "new" high-poverty counties. While this represents less than half the rural poor, high and persistent poverty is of particular concern to policy makers because it results in inadequate resources to support public services such as education, and in economic and social milieux that depress the aspirations, expectations, and development of young people. This paper draws on the decennial censuses and on the Census Bureau's newly released Small Area Income and Poverty Estimates for 1993 to examine recent income and poverty trends in U.S. nonmetropolitan counties. Results suggest that, in general, economic conditions were improving in persistent-poverty and new high-poverty counties in the early 1990s. Trends differed regionally, with improvements concentrated in Appalachia and the Southeast and deteriorating conditions mostly west of the Mississippi River. Between 1989 and 1994, real per capita income declined in only 26 of the 535 persistent-poverty counties and in 31 of the 232 new high-poverty counties. Most counties with declining income were remote from urban centers,

Facing Women's Fear of Failure: An AWEsome Experience.
PUB DATE- 96
NOTE- 13p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Anxiety; Coping; Decision Making; Educational Strategies; Empowerment; *Experiential Learning; *Failure; *Fear; *Females; Foreign Countries; *Goal Orientation; Risk; Self Esteem; *Sex Differences; Socialization; Womens Education
IDENTIFIERS- Antarctica; Cross Country Skiing; Outdoor Leadership; *Risk Taking

Drawing from research on fear of failure and anecdotes from personal experience with the first women's expedition to ski to the South Pole, this discussion centers on how fear of failure affects women. Fear of failure leads to procrastination and performance well below one's ability. Women generally express more fear of failure than do men, partly because they fear the expected interpersonal consequences rather than the specific failure of performance. Individuals who exhibit strong fear of failure tend to be cooperative rather than competitive and socially rather than personally oriented; therefore, it is important to recognize relationship goals as well as physical goals. When women fail, they try to hide their failures; they should support each other and ask what was learned from the experience. A focus on learning goals rather than performance goals is a key to overcoming learned helplessness, an extreme fear of failure that keeps women from actualizing their potential. If girls fear failure early in life, they take fewer risks and do not gain the decision-making experience that develops judgment skills for making important decisions later in life. Experiential educators must encourage and support girls in risk taking, helping them to learn from mistakes and to separate physical risk from social risk. Five ways of doing this are presented,and nine mastery behaviors are listed that empower one to deal with failure and may actually increase self-esteem following failure. Contains 11 references. (TD)

ED 412 053 RC 021 174

Roberts, Nina S.; Winiarczyk, Ellen J.
Women in Experiential Education Speak Out: An Anthology of Personal Stories across Cultures.
PUB DATE- 96
NOTE- 26p.; In: Women's Voices in Experiential Education; see RC 021 160.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Biographies; *Employed Women; *Experiential Learning; Females; Minority Group Influences; *Minority Group Teachers; Outdoor Education; *Personal Narratives; *Racial Bias; *Sex Bias; Stereotypes; Teacher Attitudes
IDENTIFIERS- *Outdoor Leadership; Single Sex Programs

The collection of stories gives voice to the variety of women's experiences rising out of ethnicity, race, class, and generational differences as well as to the simple individual histories of women. Five women with a wide range of differences, including African American, Native American, and Japanese women, share their experiences in, and perspectives on, the field of experiential education. From their stories

PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Core Curriculum; Educational Improvement; Educational Research; Elementary Education; Foreign Countries; *National Curriculum; Research Methodology; Science Instruction; *Science Tests; *Student Evaluation
IDENTIFIERS- Third International Mathematics and Science Study

A recently completed landmark study of mathematics and science education in more than 40 countries gathered information that can help address questions as to why students in one country do better in math and science than students in another. This report focuses on the results of the primary school science test of students in 26 countries, from the Third International Mathematics and Science Study (TIMMS). Details of how the study was conducted, the nature of the science test, country characteristics, differences in student achievement, student achievement by science content area, and an analysis of example problems are included. Ideas of intended and implemented curricula are discussed and a number of questions related to these ideas that TIMMS may answer are listed. (DDR)

ED 412 072 SE 060 537

The Question of Reform: Report on Project Kaleidoscope 1996-1997.
SPONS. AGENCY- W. M. Keck Foundation, Los Angeles, CA.; EXXON Education Foundation, New York, NY.; National Science Foundation, Arlington, VA.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *College Mathematics; College Science; *Curriculum Development; *Educational Change; Futures (of Society); Higher Education; Mathematics Education; *Science Education; Undergraduate Study
IDENTIFIERS- *Project Kaleidoscope

Over the past decade, undergraduate colleges and universities of all sizes, both public and private, throughout the United States, have begun to pursue reform for the sciences and mathematics. Evidence of this is illustrated by the almost 700 colleges and universities that are involved in Project Kaleidoscope (PKAL). Over the 1996-97 year, PKAL has been actively pursuing answers to questions related to the reform of undergraduate science education. This report gives an overview of that work. The report is a distillation of questions that successful reformers have asked, and PKAL has come up with key sets of questions that institutions successful in conceiving, implementing, and sustaining reform have addressed. The report addresses issues critical to successful science and mathematics reform. Sections include: (1) "Vision"; (2) "Agenda for Action"; (3) "Institutional Portfolio"; (4) "Natural Science Communities"; (5) "Resources"; (6) "Advocacy"; and (7) "The Question of Reform." (DKM)

ED 412 073 SE 060 539

Andrews, David
What Brain Research Has To Tell Educators: Mandates and Metaphors.
PUB DATE- 97
NOTE- 10p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.

Instruments (160)
DESCRIPTORS- *Active Learning; *Chemistry; *College Science; Course Content; Curriculum Evaluation; Educational Innovation; Educational Strategies; Engineering Education; Higher Education; Science Curriculum; Surveys; Undergraduate Study
IDENTIFIERS- University of Wisconsin Madison

The is the first report from a study of a structured active learning approach to an analytical chemistry course. The purpose of the study is to assess the longitudinal outcomes of this approach and to provide feedback to curriculum developers about the effects of the changes being made in the chemistry curriculum. The data, collected from a cohort of students in 1995, consists of open-ended interviews with students, open-ended student survey questions, Likert scale student survey items, and faculty and teaching assistant interviews. Two specific conclusions can be drawn from this study: (1) there is a number of longitudinal effects of structured active learning and (2) although it is possible to assert that the comparison group does not report the kinds of learning outcomes that the structured active learning students report, further study is needed to be sure that the findings are reliable. The survey instrument is appended. (DDR)

ED 412 095 SE 060 611

Alexander, Baine B.; Penberthy, Debra L.
Freshmen Learning Community Program. Fall 1995. Formative Feedback Report #1.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 95
NOTE- 88p.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- College Curriculum; *College Freshmen; *Cultural Pluralism; Educational Strategies; *Engineering Education; Formative Evaluation; Higher Education; Program Evaluation; *Science Programs; *Undergraduate Study
IDENTIFIERS- University of Wisconsin Madison

This report is based on the analysis of initial interviews with the staff of the Freshmen Learning Community Program (FLCP). FLCP is a pilot program in engineering education that focuses on diversity and cultural change. The primary purpose of this evaluative study is to provide feedback while the learning community program is being implemented. Data from students (N=13) and various staff included structured open-ended interviews and observations of discussion sections and learning program meetings. Five sections provide preliminary information regarding relevant issues, research questions, student experiences in the program, perspectives of the staff, and an appendix which contains the interview protocols. (DDR)

ED 412 096 SE 060 612

Team Approach in the First Research Experience for Undergraduates in Botany/Zoology 152: Evaluation Report.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 96
NOTE- 121p.; Evaluation funded by the Howard Hughes Medical Institute; prepared for the University of Wisconsin-Madision, Center for Biology Education.

developing communities of practice; and (3) providing a facilitative technological infrastructure as a means for transforming science education. The purpose of the case study research is to understand how local schools invent CoVis. The notion of inventing CoVis arises from the recognition that innovations are never adopted whole-cloth; rather, they are adapted by members of local communities to meet their own needs. Teachers, administrators, and technology coordinators at eight CoVis schools were interviewed about their first year of participation in CoVis. Results show dramatic differences among practices invented between high and low socioeconomic schools. Those differences are examined through three lenses. First, local school capacity is examined vis-a-vis constraints and affordances that bear on local inventions. Second, invention is examined with regard to the three phases of the CoVis program model. Finally, the practices of two teachers (one from a high and one from a low socioeconomic school) are contrasted to shed more light on how study-wide factors from the earlier analyses bear on particular teachers' practice. Contains 15 references. (Author/PVD)

ED 412 116 SE 060 671

Mitchell, Mathew; Gilson, Judy
Interest and Anxiety in Mathematics.
PUB DATE- 97
NOTE- 41p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 27, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Educational Environment; Elementary Secondary Education; Interest Inventories; *Mathematics Anxiety; Mathematics Education; Sex Differences; *Student Interests; Student Motivation

This study investigated 36 mathematics classroom environments that a priori appeared to hold promise as being motivationally effective. Classroom environments from fifth grade through graduate school were selected (N=598 students). In particular, the study measured students' perceived situational interest in the learning environment, individual interest in mathematics (with pre and post measures), and mathematics anxiety (with pre and post measures). The results indicate that environments high in situational interest were associated with substantial increases in the mean individual interest of students and had a beneficial but smaller impact in terms of associated decreases in mathematics anxiety. In addition, there did appear some gender effects with females being more affected by the level of situational interest in mathematics. Finally, the environments appeared to be particularly effective for students with previously low individual interests in mathematics. The study enriches our understanding of the "interest" construct primarily by providing evidence that the situational interest of learning environments may have a much greater impact on individual interests than researchers previously thought. Teachers and practitioners may need to pay as much attention to the motivational effects of mathematics classrooms as they do to the learning effects. Students who have positive affective experiences will be more willing to continue taking mathematics courses or to pursue careers which utilize skill in mathematical thinking. Contains 17 references. (Author)

ED 412 117 SE 060 672

The challenge facing educators today is not just to use computers at school but to use computer education and "Informatics" (information plus automatics, placing computer education in the broader context of information and technology) to mediate improved social and learning relations in schools. In order to introduce computers into schools, a multidisciplinary and cooperative approach was used to develop a program using a working team of professionals in the areas of Informatics, cognitive psychology, education, visual programming (graphics), history, and a specialist in the production of didactic materials. The course was designed around three themes: (1) foundations of Informatics (history, function and uses of computers); (2) Informatics and Society (social impact and vocational and work market analysis); and (3) Interest Centers (workshops on many topics including art, games, literature, mathematics, pedagogical support, and library). This project is being applied to 20,000 students in 17 schools in Brazil. A package of teacher and student materials form the basis of a course to introduce Informatics to K-12 students. The project is evaluated according to its main characteristics: schedule, teachers, hardware, software, and didactic material. Feedback from the schools concerning the project has been favorable. (PVD)

ED 412 137   SE 060 785

Bae, Yupin; Smith, Thomas M.
Women in Mathematics and Science. Findings from "The Condition of Education, 1997," No. 11.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Career Choice; *Course Selection (Students); Elementary Secondary Education; Higher Education; Mathematics Instruction; Science Instruction; *Sex Differences; *Statistical Data; *Student Attitudes
IDENTIFIERS- *Condition of Education (NCES)

This report reviews the most current data on women's progress in mathematics and science achievement, attitudes, course-taking patterns, and college majors. Results of recent studies suggest that many factors such as parental encouragement, teacher preparation, teacher student interactions, curriculum content, hands-on laboratory experiences, self-concept, attitudes toward mathematics and science, availability of mentors, and home resources contribute to the attitudes, access, and achievement of young women in mathematics and science. The research cited here suggests that the gender gap in science and mathematics in the United States appears at Grade 10 while internationally the gap appears around Grade 8. Despite this, there are still substantial differences between women and men in mathematics, computer science, engineering and science fields. Contains 29 references. (DDR)

ED 412 138   SE 061 085

Allen, Nancy L.; Swinton, Spencer S.; Isham, Steven P.; Zelenak, Christine A.
NAEP 1996 State Assessment Program in Science. Technical Report.
SPONS. AGENCY- National Center for Education Statistics (ED),

Studies; Blacks; Cultural Enrichment; Dance Education; Elementary Secondary Education; *Fine Arts; Hispanic Americans; *Multicultural Education; Music Education; Social Studies; *State History; *Visual Arts
IDENTIFIERS- *Colorado

This resource guide recognizes that the arts provide a natural arena for teaching multicultural perspectives to students of all ages. The guide features the four most prevalent ethnic minorities in Colorado, African American, Asian American, Hispanic American, and Native American, plus a section prepared by Colorado's state folklorists. The resource guide provides information to Colorado schools about print, disc, video, audio tape and visual resources, as well as a sampling of local community resources. Dance, music, theater, and visual arts teachers will find a wealth of materials to aid in the development of interdisciplinary and integrated units and their accompanying lesson plans. The table of contents lists: (1) "General Resources"; (2) "African American Resources"; (3) "Asian American Resources"; (4) "Hispanic American Resources"; (5) "Native American Resources"; (6) "Colorado Folklore Resources"; and (7) "The Colorado Alliance of Research Libraries (CARL)." (EH)

ED 412 159 SO 027 761

Carrel, Annette
It's the Law: A Young Person's Guide to Our Legal System. Facilitator's Guide.
PUB DATE- 94
NOTE- 232p.; Also published in an otherwise identical version for students that does not contain the mock trial script (p. 171-198) and contains a smaller glossary (ISBN-1-884244-01-7).
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adolescent Literature; Citizenship Education; *Civics; Civil Law; *Civil Liberties; *Civil Rights; *Constitutional Law; *Criminal Law; Elementary Secondary Education; Justice; *Law Related Education; Political Science; Social Studies; United States History

This facilitator's guide helps adults present young people a view of the U.S. justice system and to involve them in the idea of the legal process, understanding the rights and responsibilities of participating in their government, laws, and the justice system. The guide also helps them understand the consequences of breaking the law. The 18 chapters include: (1) "What This Book Is About"; (2) "What Is a Law?"; (3) "Justice"; (4) "Control"; (5) "Why Do We Need Laws?"; (6) "Who Makes Our Laws?"; (7) "How Our Laws Are Made"; (8) "Kinds of Laws"; (9) "To Change a Law"; (10) "When People Break the Law"; (11) "Under Arrest!"; (12) "The Right to a Trial"; (13) "What Happens at a Trial"; (14) "Juvenile Justice"; (15) "Challenges"; (16) "The Constitution of the United States"; (17) "Amendments to the Constitution"; and (18) "It's All About You!" An expanded glossary of legal terms and a mock trial script conclude the book. (EH)

ED 412 160 SO 027 781

Davis, Barbara; Godfrey, Paul
Fuss Busters. Teachers' Guide for Elementary School Peer

teachers will collect personal and scholarly pieces for a professional portfolio during the course of the year; some content choices and requirements are delineated. Also, in order to fit such a plan into already loaded school days, several official professional development presentations are scheduled to occur within regular divisional faculty meetings at monthly intervals. An annotated bibliography, a workbook of activities to promote collegial discourse, and a collection of four resource volumes provide print support for this undertaking. The final outcome of this plan will be a teacher-constructed curriculum of "learning strategies" overlaying the full range of upper school content area courses, to be in place within 2 years after starting the project. (ND)

ED 412 181   SP 037 551

Perie, Marianne; Baker, David P.
Job Satisfaction among America's Teachers: Effects of Workplace Conditions, Background Characteristics, and Teacher Compensation. Statistical Analysis Report.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 133p.
LANGUAGE- English
EDRS Price- MF01/PC06 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110),Reports - Research/Technical (143)
DESCRIPTORS- *Elementary School Teachers; Elementary Secondary Education; Institutional Characteristics; *Job Satisfaction; National Surveys; Private Schools; Public Schools; School Policy; *Secondary School Teachers; Tables (Data); Teacher Attitudes; *Teacher Background; *Teacher Salaries; *Teaching Conditions; Teaching Experience
IDENTIFIERS- Schools and Staffing Survey (NCES)

This report describes U.S. K-12 teachers' satisfaction with teaching as a career and identifies some workplace-related factors associated with satisfaction. Factors examined include school and workplace characteristics, teacher background, salary, and other benefits. Results are presented in three sections. The first section describes satisfaction levels of teachers with different background characteristics, teaching in different types of schools and school systems, with different perceptions of workplace conditions, and receiving different levels of compensation. The second section contrasts characteristics of most and least satisfied teachers. Using multivariate analysis, the third section describes the strength of association between teacher satisfaction and those workplace conditions open to policy changes after accounting for other relevant teacher and school characteristics. Findings indicate that working conditions related to satisfaction are administrative support and leadership, student behavior, and school atmosphere. Compensation is only modestly related to teacher satisfaction. Four appendixes provide: Standard Error Tables, Supplemental Regression Table, Technical Notes, and a list of Schools and Staffing Survey (SASS) Data Products. (Contains 17 tables, 5 figures and 17 references). (LH)

ED 412 182   SP 037 552

Schweiker-Marra, Karyn E.
Examining the Relationship between School Culture and Teacher Change.
PUB DATE- 95

EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Reports - Research/Technical (143)
DESCRIPTORS- Accreditation (Institutions); Case Studies; *Computer Uses in Education; *Curriculum Development; Educational Improvement; *Educational Technology; Elementary Secondary Education; *Futures (Of Society); Higher Education; *Preservice Teacher Education; *Teacher Education Curriculum; Teacher Education Programs
IDENTIFIERS- Educational Leadership; *National Council for Accreditation of Teacher Educ; Task Force Approach

The National Council for Accreditation of Teacher Education (NCATE) Task Force on Technology and Teacher Education, a group of educators from diverse institutions and backgrounds, met three times during 1996-1997 to consider how NCATE could provide leadership and support in meeting the technology challenge facing teacher education institutions. Sections of this report present the task force's vision of what teachers must be able to do in order to take advantage of technology for instruction and student learning, identify current teacher education program deficiencies, and suggest what teacher education programs should do to correct the deficiencies. The following are recommendations for NCATE to: (1) stimulate more effective uses of technology in teacher education programs; (2) use technology to improve the existing accreditation process and to reconceptualize accreditation for the 21st century; and (3) improve and expand its own operations through greater uses of technology. Brief case studies that demonstrate innovative technology use in a variety of teacher preparation programs appear throughout the text. Appendixes include: a guide to the case studies used in the report; excerpts from NCATE accreditation standards on technology expectations; and nine attachments on accreditation data that could be available electronically to various stakeholders. (ND)

ED 412 202 SP 037 579

Jonson, Kathleen Feeney
The New Elementary Teacher's Handbook: (Almost) Everything You Need To Know for Your First Years of Teaching.
PUB DATE- 97
NOTE- 226p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Beginning Teacher Induction; *Beginning Teachers; Classroom Environment; *Classroom Techniques; Elementary Education; *Elementary School Teachers; Instructional Materials; Lesson Plans; Student Evaluation; Teacher Effectiveness; Teaching Methods; *Teaching Skills

This handbook offers guidance on how to establish relationships with the school staff, organize and manage an inviting classroom, prepare lessons to engage students, prevent discipline problems, develop partnerships with parents, assess student learning and performance, troubleshoot behavior problems, and develop a teacher portfolio. Chapter 1 details strategies to help the beginner fit in and seek assistance from a variety of sources. Chapters 2 and 3 contain ideas for setting up and organizing an effective learning environment, and for the routine management of daily classroom life. Chapter 4 describes effective lesson and unit planning and presents

Multidimensional Models for Matrix-Sampled Reading Tasks.
PUB DATE- 97
NOTE- 22p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Adults; Foreign Countries; International Education; International Studies; Item Response Theory; *Literacy; *Matrices; Multivariate Analysis; *Reading; *Sampling; *Scaling; Test Items
IDENTIFIERS- *International Adult Literacy Survey; Missing Data; *Multidimensional Models; Speededness (Tests); Sweden; Unidimensionality (Tests)

The International Adult Literacy Survey (IALS) was conducted in 1994 in seven European countries with the aim of producing literacy profiles to be used in individual national analyses as well as in international comparisons. It was assumed that the test items could be divided into three unidimensional scales corresponding to the aspects "Prose" (ability to read and comprehend text), "Doc" (document, comprehension of texts with charts and figures), and "Num" (numeracy, the ability to make calculations from text information). The assumption of unidimensionality is fundamental in the item response theory (IRT) estimation technique used to rescale the results of test subjects into a common scale. This paper explores this assumption for IALS results using models for multivariate data. It is shown that it is possible to identify a general dimension, measuring a general literacy ability, as well as more specific dimensions. Data from the Swedish IALS for 2,919 subjects were analyzed with a structural modeling approach that coped with the structural missing data introduced by the balanced incomplete block design. The final nested-factor model fitted on the passage scores obtained a reasonably good fit. The general literacy dimension in the Swedish test, defined as "Lit," did explain most of the variability of the data. The general dimension did not differ across gender, but the numerical dimensions exhibited different patterns for males and females. The analysis supports the existence of several latent dimensions in addition to the three originally postulated. The existence of block factors, probably related to speededness, is not surprising. Results indicate discernible passage effects that need not be a serious reliability problem, but that do merit further study. Two appendixes present standardized estimates and an analysis based on item levels. (Contains 1 figure, 8 tables, and 13 references.) (SLD)

ED 412 222   TM 027 413

Kier, Frederick; Thompson, Bruce
A New Measure of Jungian Psychological Types for Use in Counseling.
PUB DATE- 97
NOTE- 36p.; Paper presented at the Annual Meeting of the Southwest Educational Research Association (Austin, TX, January 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Career Counseling; *College Students; Higher Education; *Personality Traits; Psychological Studies; *Psychological Testing; Social Desirability; *Test Construction; Test Reliability; Test Use; Test Validity
IDENTIFIERS- *Jung (Carl G); *Personal Preferences Self

less error than the other methods. Equating can be problematic with performance assessments that have small score ranged, however, it can be done and reduces error relative to no equating. (Contains 2 tables, 4 figures, and 11 references.) (Author/SLD)

ED 412 240 TM 027 484

Villaescusa, Tangie K.; Franklin, Jennifer; Aleamoni, Lawrence M.
Improving the Interpretation and Use of Student Ratings: A (Pilot) Training Approach.
PUB DATE- 97
NOTE- 8p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Decision Making; *Evaluation Utilization; Formative Evaluation; Higher Education; Pilot Projects; Sample Size; *Student Evaluation of Teacher Performance; *Teacher Improvement; *Teachers; Test Interpretation; *Training

Few research studies have examined the use of student ratings of instructors from the standpoint of their ability to be interpreted and their subsequent usefulness. This study examined the effects of a training session conducted by experts in the field of student ratings of instruction. The first question was to determine the knowledge, skills, and attitudes that the users of student ratings possessed, and the second was to see if training helped them use student ratings. Data was collected from 68 participants at a workshop on evaluation. Participants were faculty and administrators of institutions of higher learning. Participants completed, before and after the workshop, a revised form of the Using Student Ratings of Instruction questionnaire (J. Franklin and M. Theall, 1989). Of these participants, 59% reported never having had assistance in interpreting student ratings data and indicated interest in having such assistance. The remainder had received assistance at least once. Thirty-four percent of respondents reported never having selected, adapted, or written a student ratings form themselves, but 66% had devised such an instrument at some point. Fifty percent of respondents reported never using student ratings for personnel decision-making purposes. The small sample size discouraged researchers from examining questions of predicting use from knowledge and attitudes about student ratings or from examining constructs inherent in the questionnaire. Additional studies are planned. (Contains six references.) (SLD)

ED 412 241 TM 027 487

Gottlieb, Alma
Ethical Issues in Qualitative Research. Comments.
PUB DATE- 97
NOTE- 15p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Anthropology; Data Collection; *Ethics; *Moral

EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Numerical/Quantitative Data (110)
DESCRIPTORS- *Comparative Analysis; *Elementary Secondary Education; *Enrollment; Enrollment Trends; *Public Schools; *State Surveys; Tables (Data)
IDENTIFIERS- *Variance (Statistical)

This compilation of tables presents information on public school enrollment for the 1996-97 school year with comparative information for the 1995-1996 school year. Tables present information on school enrollments by state, with 1-year comparisons of total state enrollments for the two school years in alphabetical order, in descending order by variance, and in descending order by percent variance. School enrollment increases by county are also presented with 1-year comparisons for the 2 school years (by 1,000 students or more) in descending order by variance and in descending order by variance for each state. Other tables present state enrollment comparisons for 5-year periods in descending order by variance and in descending order by variance within each state. A glance at state enrollments shows that enrollment decreased in very few states (Kansas, Kentucky, West Virginia, and Wyoming). Nationwide enrollment increased from 44,374,968 students in 1995-96 to 45,179,823 students in 1996-97, a 1.81% variance. California was the state with the greatest increase in total students, while Nevada was the state with the greatest percent of variance, indicated by a 6.81% increase. (Contains 10 tables.) (SLD)

ED 412 260 TM 027 559

Doughty, Jason E.
The Effect of a Social Skills' Curriculum on Student Performance.
PUB DATE- 97
NOTE- 52p.; Paper presented at the Annual Research Colloquium (3rd, Carrollton, GA, June 1997).
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Behavior Disorders; Black Students; Classroom Techniques; *Curriculum; *Emotional Disturbances; Expulsion; *Interpersonal Competence; Mathematics; Models; *Performance Factors; Program Implementation; Reading; Spelling; Suspension; Teaching Methods
IDENTIFIERS- Boys Town NE; Georgia (Atlanta)

The purpose of this research study was to determine if the implementation of a social skills curriculum would have a positive effect on the performance of severely emotionally or behaviorally disordered students (SEBD). The program studied was the Boys' Town Educational Model (BTEM). Student performance was defined in terms of reading recognition and comprehension, mathematics, and spelling. Student behavior was defined in terms of suspensions, restraints, and time-outs/seclusions. Subjects were 21 students aged 11 to 19 (16 black males, 4 white males, and 1 black female) classified as SEBD from the Atlanta (Georgia) area. Implementation of the BTEM had a significant effect in decreasing the total number of restraints of the subjects. Its use appeared effective in improving the academic scores of students classified as SEBD while decreasing the number of time-outs/seclusions. Results support further study of the BTEM as a way to improve student performance through a structured classroom management approach. Seven appendixes present tables of data about student achievement and behavior. (Contains 7 tables and 21

ED 412 278 TM 027 734

Bond, Linda; Roeber, Edward; Braskamp, David
Trends in State Student Assessment Programs: Fall 1996 Data on Statewide Student Assessment Programs.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97
NOTE- 42p.; For the annual survey, see TM 027 739.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Data Collection; Disabilities; Educational Assessment; *Educational Trends; Elementary Secondary Education; Limited English Speaking; Program Descriptions; Program Development; *Program Implementation; *State Programs; State Surveys; Test Construction; *Test Use; *Testing Programs; Trend Analysis
IDENTIFIERS- Council of Chief State School Officers

This document, fourth in a series, describes trends in statewide assessment programs. It is based on surveys conducted in the past for the Association of State Assessment Programs. States were asked to describe the assessment programs they operated during the 1995-96 school year. Part One of the survey asks each state to describe its existing program, its collaborative partners, and what it is developing. Part Two of the survey asks each state to describe its efforts in nontraditional assessment. Part Three of the survey asks each state to describe each assessment program, component, or groups of assessments that are used to gather a set of data used for the same assessment purposes. For each component, states explain who is tested, what subjects are tested, and what types of assessments are used. In addition, states describe accommodations provided to English language learners and students with disabilities. States have designed very different assessment systems, from use of a norm-referenced test alone to use of performance assessments. Most states, however, use a combination of multiple choice, short-answer, extended-response questions, performance tasks, or portfolios. This is the last year the North Central Regional Educational Laboratory will participate in the collection of survey information on assessments; the program will continue under the direction of the Council of Chief State School Officers. (Contains 2 figures, 24 charts, and 8 references.) (SLD)

ED 412 279 TM 027 735

Collins, Mary A.; Brick, J. Michael; Nolin, Mary Jo; Vaden-Kiernan, Nancy; Gilmore, Susan; Chandler, Kathryn; Chapman, Chris
National Household Education Survey of 1996: Data File User's Manual, Volume I.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 155p.; For Volumes I through III, see TM 027 735-737.
LANGUAGE- English
EDRS Price- MF01/PC07 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Attitudes; Children; *Citizen Participation; Data Analysis; *Data Collection; Elementary Secondary Education; National Surveys; *Parent Participation; *Research

and 1998 assessments. The guide follows a question and answer format, presenting the 21 questions most commonly asked about the NAEP and following them with answers and background information. Questions relate to: (1) the nature of the NAEP; (2) the subjects it assesses; (3) participation and confidentiality; (4) the availability of information to parents and the public; (5) evaluation and validation; (6) assessment development; (7) accommodation of students with disabilities or limited English proficiency; (8) assessment innovations; (9) results; (10) scoring; (11) analysis of results; (12) comparability of results; (13) NAEP reports; (14) contextual background data; (15) use of NAEP results by educators; (16) use of NAEP results in education and policy issues; (17) linkage with international assessment data; (18) the student sample; (19) student and school participation; (20) use of matrix sampling; and (21) data collection procedures. (Contains 29 references.) (SLD)

ED 412 295   TM 027 975

Education at a Glance. OECD Indicators. 1997.
PUB DATE- 97
NOTE- 439p.; For companion document, see TM 027 976.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; Comparative Analysis; Definitions; *Demography; Economic Factors; Educational Trends; *Elementary Secondary Education; Foreign Countries; *Higher Education; Human Resources; Labor Market; *Outcomes of Education; Participation; Social Influences; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- *Educational Indicators; *Organisation for Economic Cooperation Development

Through international comparisons, countries may come to recognize weaknesses in their own systems while identifying strengths that might otherwise be overlooked. The education indicators in this report also show whether variations in educational experiences within a country are unique or whether they mirror differences observed elsewhere. The 41 indicators presented are the product of an ongoing process of conceptual development and data collection and represent the consensus of professional thinking on how to measure the current state of education internationally. Data are provided for 29 countries, members of the Organisation for Economic Cooperation and Development. The indicators are grouped into the following categories: (1) demographic, social, and economic context of education; (2) financial and human resources invested in education; (3) access to education, participation, and progression; (4) the learning environment and the organization of schools; (5) social and labor market outcomes of education; (6) student achievement; and (7) graduate output of educational institutions. Three appendixes present information on typical ages and reference years, basic reference statistics, and methodology and technical notes. For this report, new indicators have been designed to help policy makers improve the foundations for life-long learning. These indicators place greater emphasis on tertiary education, which is replacing secondary education internationally as the point of access to rewarding careers. Methodological advances have made the indicators more comparable, but the knowledge base on student and school outcomes needs to be expanded. (Contains 101 tables and 87 charts.) (SLD) because it makes it possible--new technologies empower end-users and advance the speed of the dissemination of information. Most information professionals, especially in the business world, are already living with disintermediation, and have expanded their role to encompass the management of it. End-user access to information may give end-users the ability to find most of what they want, most of the time, but without the effective content management provided by an information professional, the end-user may find themselves extremely frustrated by some of the limitations of the search products. In addition, all end-users, no matter how good they are at finding the information they need, are being paid to do something else at the company. The information professional needs to evaluate the end-user to provide appropriate resources and training, and to evaluate the information needs of the company as a whole to help meet these needs in the most cost effective way. All information professionals will have to face some level of disintermediation, and the role of the information professional will change, but it will not disappear. Disintermediated industries are showing increasing signs of reintermediation, through the creation of new distribution channels but primarily via the redefinition of value added services. Balancing the disintermediation with the reintermediation is one of the challenges in today's information industry. (SWC)

ED 411 857 IR 056 684

Vanouplines, Patrick; Nieuwenhuysen, P.
Highly Interactive WWW Services: A New Type of Information Sources.
PUB DATE- 96
NOTE- 12p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Computer Games; Computer Mediated Communication; Computer Software; *Feedback; Foreign Countries; Futures (of Society); *Hypermedia; *Information Sources; Interactive Video; Multimedia Materials; *Online Systems; *World Wide Web
IDENTIFIERS- Belgium; Client Server Computing Systems; Historical Background; HTML; *Interactive Computer Systems; URLs

The World Wide Web is evolving from a collection of texts linked by hypertext and hypermedia toward services that operate interactively with the information user, and which offer results through use of a broad spectrum of tools. This paper presents a collection of interactive WWW services. The services are classified on the basis of the client software required to access them. The evolution of WWW services is shown with examples. In the future, more services will probably produce multimedia results based on information located on several distributed servers, in a close interaction with the user. This paper provides a brief description of the evolution of the WWW, describes and classifies advanced applications that are available on the Web, and discusses how the WWW might and should develop further. The selection of interactive sites is discussed. Items representative of the whole collection are listed by category and have a brief description in addition to their uniform resource locators (URLs). Categories include: meta search engines; HTML checkers; work and text; science and

Education
IDENTIFIERS- *Asia Pacific Region

The 26 articles in this book focus on lifelong learning policies, practices, and programs in 13 Asia Pacific countries. The following papers are included: "Half a Revolution: A Brief Survey of Lifelong Learning in New Zealand" (P. Methven and J. Hansen); "HRD in a Multicultural Workplace: The Need for Lifelong Learning" (M. Ogisu-Kamiya); "Lifelong Learning: The Whole DAMN Cycle. A Singapore Perspective" (D. Pan); "Advancing Lifelong Learning through Adult Education Policy in Chinese Taipei" (C. Wang); "Articulation and Transfer: Critical Contributions to Lifelong Learning" (F. Kintzer); "Trends in Hong Kong University Management: Towards a Lifelong Learning Paradigm" (S. Liu); "Lifelong Learning in a Developed and Developing Economy" (C. Beaupre); "An Empirical Framework for Implementing Lifelong Learning Systems" (L. Seng and L. Hwee); "Lifelong Learning in Malaysia" (Y. Leong); "Lifelong Learning and Basic Literacy: Adult Literacy Education in Chinese Taipei" (C. Ho); "Schools as Centres of Lifelong Learning for All" (J. Chapman and D. Aspin); "Lifelong Learning in the United States and Hong Kong: Before 1997 and After" (A. Yee and J. Cheng); "Lifelong Learning: An Instrument for Improving School Education in Japan?" (Y. Sawano); "Lifelong Learning in Hong Kong" (G. Lee); "Lifelong Learning and Cultural Identity: Canada's Native People" (B. Rice and J. Steckley); "Non-Formal Education in the Philippines: A Fundamental Step Towards Lifelong Learning" (C. Gonzales and C. Pijano); "Distance Education: A Key Strategy for Lifelong Learning in Chinese Taipei" (J. Huang); "Prior Learning Assessment: U.S. Experience Facilitating Lifelong Learning" (C. Mann); "Thoughts on a Regional Approach for Lifelong Learning" (J. Yoshio); "Contribution of SMP Terbuka Toward Lifelong Learning in Indonesia" (A. Sadiman and R. Rahardjo); "Two Wheels for Lifelong Learning in Korea: Credit Banking & Multimedia Technology" (M. Pak); "Lifelong Learning, Workforce Development and Economic Success" (A. Lee); "From Supplemental Education to Lifelong Learning in Chinese Taipei" (C. Lee); "Recent Developments in Japan's Lifelong Learning Society" (A. Makino); "Lifelong Learning in the People's Republic of China" (H. Wu and Q. Ye); and "A Pure Theory of Lifelong Learning" (M. Hatton). (BCY)

ED 411 875   JC 970 459

Methven, Peter J. B.; Hansen, Jens J.
Half a Revolution: A Brief Survey of Lifelong Learning in New Zealand.
PUB DATE- 97
NOTE- 17p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- *Academic Standards; Adult Education; Economic Climate; Educational Change; Educational History; Educational Improvement; Financial Support; Foreign Countries; *Government Role; *Lifelong Learning; National Programs; Postsecondary Education; Program Implementation; State Federal Aid
IDENTIFIERS- *New Zealand

This paper examines lifelong learning and its relation to education and training reforms in New Zealand. First, a description is provided of the objectives and characteristics of the lifelong learning movement, suggesting that its beginnings were as a working class movement for social change and advanced technology. The increased need for highly educated and skilled technicians can be met through a system of lifelong learning. The need for borderless training is reflected in the technological advances and the production of complex industrial products, which require a highly educated and skilled human resource base. One approach to meeting these needs would be a regional lifelong learning program that incorporates vocationally-oriented learning and self-directed learning. The program should be student-centered and competency-based, with on-the-job vocational training and industry cooperation. Due to new technology, practical, on-line, synchronous distance education is now accessible, motivating self-directed learners through its flexibility and adaptability. The system should also include official support, all sorts of self-directed learning, and accreditation opportunities. It must be open and transparent, with an equal sharing of all information and assets. This could be achieved through an international organization arbiter, which would resolve disputes and consolidate currently isolated programs. Self interest must be set aside in order to achieve the numerous benefits of lifelong learning, which include economical growth and the reduction of social barriers. (YKH)

ED 411 893 JC 970 477

Sadiman, Arief S.; Rahardjo, Rafael
Contribution of SMP Terbuka toward Lifelong Learning in Indonesia.
PUB DATE- 97
NOTE- 13p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; Cost Effectiveness; *Distance Education; Educational Opportunities; Foreign Countries; Inclusive Schools; Independent Study; *Lifelong Learning; Program Development; Program Implementation; *Secondary Education
IDENTIFIERS- *SMP Terbuka (Indonesia)

The Open Junior Secondary School, or "SMP Terbuka," was conceived in 1976 as a means of providing junior secondary school education through distance education delivery to disadvantaged students in Indonesia. Although different in structure, SMP Terbuka is part of Indonesia's formal educational system, and uses the same standard Junior Secondary School curricula and assessment criteria. Currently, large numbers of primary school students have geographic and socioeconomic constraints that deprive them from educational opportunities. SMP Terbuka makes further education accessible to these students through independent learning from printed modules, radio, and television, with limited face to face teacher interaction. The cost of this program is significantly lower than more formal schooling, with the same certification opportunities and learning outcomes. It is managed through a Directorate of General Secondary Education, and has rapidly grown from five locations in five provinces, to 956 locations in 27 provinces. The program is economically beneficial due to the development of human capital through vocational and technical education. Additional benefits include the cultivation of the concept of flexible learning among students, which is both independent and inclusive. SMP Terbuka represents an educational philosophy which supports lifelong learning, and which may serve as an example for other countries to follow. (YKH)

Financial Support; *Governance; *Governing Boards;
Institutional Autonomy; Professional Development; Remedial
Programs; School Demography; School Effectiveness; Transfer
Policy; Trustees; Two Year Colleges
IDENTIFIERS- Association of Governing Boards of Univs and Colls

Two-year colleges represent such diversity of type and structure that they must be understood on a state-by-state basis. Massive educational changes will undoubtedly take place in today's era of turbulence. Several issues must be examined in the development of community colleges. Colleges must shift from the historical paradigm of "original" knowledge, which resists outside intrusion and prevents course equivalencies, to the community-based paradigm, which advocates the development of courses based on community needs rather than individual faculty members' preferences. The four major purposes of community colleges include: (1) transfer; (2) remediation; (3) career education; and (4) community services. An increased need for resources coupled with extreme lack of funding remains an important problem. There has been a trend of greater state control as opposed to local community college board authority, in efforts to shift tax efforts to the state level. Despite the common consensus that teaching is the central enterprise, few institutions provide appropriate support for professional development programs for faculty due to fiscal constraints. Educational policies must reflect changing student demographics and foster a feeling of cooperation among community colleges. Each board of trustees must assess its own effectiveness and determine the paradigm through which it operates. Contains 13 references. (YKH)

ED 411 912   JC 970 522

Mees, Robert L.
American Community Colleges: Leading the Way to the Future.
PUB DATE- 97
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials
(070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; Adult Education; *College Role;
*Community Colleges; Community Services; Financial Needs;
*Futures (of Society); International Education; Labor Force
Development; Program Implementation; Public Support; Transfer
Policy; Two Year Colleges; Vocational Education
IDENTIFIERS- Illinois Community College System

Though each community college has its own unique identity based on location, they all share the common commitments to (1) a comprehensive educational program; (2) teaching; (3) lifelong learning; (4) serving its community as a community-based educational institution; (5) workforce training and re-training for business and industry; and (6) open, accessible, equitable admissions for all students. These goals are achieved through the implementation of programs such as the Baccalaureate Transfer Program, Career Education Program, Work Force Training Program, Adult and Continuing Education Program, and the International Education Program. The impact of the United States community college continues to rise due to its wide accessibility and its provision of valuable services such as work force training. Support for community colleges continues to increase, with an even greater expansion expected into the 21st century, affirming their roles as leaders of higher education. They will play key roles in this high technology era as major drivers on the nation's information highway. One major counseling was rated to be one of the weaker SWC services; (7) cultural diversity was respected; (8) student relations were perceived as friendly and supportive; (9) older students were more successful than younger students; (10) college activities had low participation; (11) the SWC Education Center in San Ysidro received higher ratings than the main campus; and (12) assistance provided by the College assessment program received mixed reviews. These themes provide guidelines for future improvements. Appendices include institutional research documents used to identify student perceptions, and the relationship of research documents to identification of student experiential themes. (YKH)

ED 411 931 JC 970 544

Characteristics of Students on Academic or Progress Probation, Spring 1992 through Spring 1995.
PUB DATE- 96
NOTE- 19p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Academic Achievement; Academic Failure; *Academic Persistence; *Academic Probation; Community Colleges; *High Risk Students; Outcomes of Education; Predictor Variables; Reports; Statistical Analysis; *Student Characteristics; Student Needs; *Two Year College Students; Two Year Colleges
IDENTIFIERS- *Southwestern College CA

Between spring 1992 and spring 1995, California's Southwestern College (SWC) conducted a study on the characteristics of students on academic or progress probation. The study was done as part of the Matriculation Research and Evaluation Plan to assess academic outcomes for SWC students. The report explores the demographic and educational characteristics of students and aims to identify which ones would benefit from intervention. Aggregated records for enrolled students between 1992-1995 were examined for background and educational factors. It was found that young, female minorities are at highest risk for academic or progress probation. Young students come to SWC unprepared to deal with the rigors of college life, and as a result, over 20% are placed on academic probation. SWC must create the institutional mechanisms and climate to increase the prospects of individual student success. Immediate responses to external symptoms will not be sufficient. The fundamental teaching and learning role must be improved so that students are able to think, understand, and take responsibility on their own, enabling both educational and life success. Appendices include percent of students on academic or progress probation on a 7-semester average, with tables on demographic characteristics, educational characteristics, and high school of origin. (YKH)

ED 411 932 JC 970 545

Grosset, Jane; Hawk, Thomas; Irwin, Bette; Obetz, Wayne
Economic Impact Characteristics of the Community College of Philadelphia. Institutional Research Report No. 87.
PUB DATE- 95
NOTE- 17p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Access to Education; College Role; *Community

Work Relationship; *Employment; Ethics; Housework; Intervention; Labor Legislation; Poverty; Program Descriptions; Quality of Working Life; Research Needs; Risk Management; Social Attitudes; Work Environment
IDENTIFIERS- Exploitation; Nongovernmental Organizations; Public Awareness

Recognizing the vulnerability of working children to possible exploitation and abuse, this report examines remunerated and unremunerated work performed by children worldwide, ranging from child labor in factories and agriculture to work conducted within the family household. Section 1 of the report describes the scale and importance of children's work, considers children's work within the context of childhood, and focuses on the ethical debate regarding children's work. Section 2 discusses the causes of children working, including macro-level poverty and inequality, household poverty, social attitudes, and biases against girls' education. Section 3 assesses the costs and benefits of child work. Section 4 describes interventions to address poverty, improve children's working conditions, regulate or eliminate child work, and increase working children's participation in education. Section 5 details 10 recommendations for improving the lives of working children: (1) measuring impact of interventions; (2) obtaining working children's participation; (3) incorporating micro-macro linkages in programming; (4) combining intervention approaches; (5) developing more precise criteria to assess risks and hazards; (6) defining exploitation; (7) reviewing institutional issues to identify ways to improve coordination between different actors in relation to child work; (8) continuing social impact assessment; (9) awareness-raising; and (10) continuing research on child work. The appendices discuss a framework and criteria for assessing interventions, the nature of hazards and the forms of exploitation faced by working children, and international legislation relating to child labor. Contains 102 references. (Author/KB)

ED 411 951 PS 025 768

Ortiz, Camilo
The Relationship between Teacher Behaviors and Student Academic Engagement in an Inner-City Preschool.
PUB DATE- 97
NOTE- 33p.; Paper presented at the Annual Training Conference of the National Head Start Association (24th, Boston, MA, May 25-31, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; *Attention; Day Care Centers; Instructional Effectiveness; Performance Factors; *Preschool Children; Preschool Curriculum; Preschool Education; *Preschool Teachers; *Teacher Behavior; Teacher Effectiveness; *Teacher Influence; Time On Task; *Urban Schools
IDENTIFIERS- *Student Engagement

This study examined whether teacher behaviors (such as teacher enthusiasm, level of lesson difficulty, teacher voice volume and inflection, teacher use of inquiries, and teacher use of positive feedback) were related to student academic engagement in an inner city day care center. Data were collected by videotaping 13 teachers and 94 ethnic minority children in the day care center. Analysis indicated that all five teacher behaviors were related to student academic engagement, although none of these correlations was statistically significant.

Parenting in the 1990s.
SPONS. AGENCY- Joseph Rowntree Foundation, York (England).
PUB DATE- 96
NOTE- 53p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Child Rearing; Day Care; Employed Parents; Family Characteristics; Family Income; Family Life; Family Programs; Family (Sociological Unit); Family Work Relationship; Fathers; Foreign Countries; Housework; Longitudinal Studies; *Marital Satisfaction; Mental Health; Mothers; National Surveys; *Parent Attitudes; *Parent Child Relationship; Parenting Skills; Public Policy; Well Being
IDENTIFIERS- Family Activities; Family Support; Great Britain; National Child Development Study; Parenting Styles; 1990s

This study examined family formation, employment, child-care arrangements, parenting, family activities, and attitudes and values of British parents. Subjects were nearly 6,000 British 33-year-old married parents, originally subjects in the longitudinal National Child Development Study, which traced the lives of all those in Great Britain born in a specific week in 1958. Findings of the current study revealed wide disparities in income levels and time available for family life. Couples in which both spouses were employed full-time tended to be better qualified and have higher status occupations than couples in which both were unemployed. The most egalitarian parenting and domestic arrangements were found in households in which both parents were employed full-time; nevertheless, women retained disproportionate responsibility for child care, child-rearing, and domestic work. Heavy paternal work commitments discouraged equal parenting. The majority of parents appeared highly contented with their marriages and their lives in general. Parents in traditional families were marginally the most satisfied. There was a sizable minority of parents who were not happy with their marriage or their overall lives, and a smaller group who indicated psychological distress. For mothers, the key factor in these outcomes was their partner's contribution to family life and parenting. For fathers, their parenting role had little bearing on their marital happiness, general life satisfaction, or emotional state. There was some evidence that fathers who were playing an equal part in child care were the least content. (KB)

ED 411 969 PS 025 807

Lillard, Paula Polk
Montessori in the Classroom: A Teacher's Account of How Children Really Learn. Revised Edition.
PUB DATE- 97
NOTE- 266p.; Originally published as "Children Learning" in 1980.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- *Children; Class Activities; Classroom Environment; Educational Philosophy; Geography Instruction; Gifted; Individual Development; Instructional Materials; *Kindergarten; Language Acquisition; *Learning Processes; *Montessori Method; Personal Narratives; Primary Education; Professional Development; School Schedules; Science Instruction; Social Development; Social Studies; Special Needs Students; Teacher Role; *Teacher Student Relationship; Teaching Methods
IDENTIFIERS- Montessori (Maria); Montessori Schools; Teacher

Development of Internalization from Age 2 to 6: Longitudinal Stability and Links with Temperament.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; National Inst. of Mental Health (DHHS), Bethesda, MD.
PUB DATE- 97
NOTE- 13p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Cheating; Child Behavior; Compliance (Psychology); Early Childhood Education; Individual Development; *Inhibition; Longitudinal Studies; Moral Development; *Personality; *Reliability; Resistance to Temptation; Socialization; *Young Children
IDENTIFIERS- *Internalization

This study examined relations between internalization of conduct rules and the temperamental quality of inhibitory control in 103 children followed from toddlerhood to early school age; and used recent methodological suggestions to obtain better estimates of stability to examine longitudinal continuity of internalization. Maternal reports of children's inhibitory control were collected at ages 2.5, 4, and 6 years using the Child Behavior Questionnaire. Children's internalization was observed at ages 4, 5, and 6 years in 3-minute videotaped game-playing situations that provided the children an opportunity to violate (cheating at a game) or comply with rules while unsupervised. An overall internalization composite score for each time of assessment was comprised of three composite scores: (1) mean latency to transgress; (2) mean extent of transgression; and (3) mean extent of rule-compatible behavior. Results indicated that inhibitory control at age 2.5 predicted internalization when children were 4 years old, but not when they were 5 and 6 years old. Inhibitory control, however, was associated with internalization concurrently at ages 4 and 6 years. Internalization was modestly stable across times of assessment. (Contains 16 references.) (Author/KB)

ED 411 986 PS 025 837

Dalla, Rochelle L.
Teenager-, Mother-, Daughter-, Who Am I? Navajo Adolescent Mothers' Perceptions of the Maternal Role & Implications for Child Developmental Outcomes.
PUB DATE- 97
NOTE- 17p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adolescent Development; *Adolescents; American Indian Culture; Cultural Influences; Culture; Early Parenthood; *Identification (Psychology); Modernization; Mother Attitudes; *Mothers; Navajo (Nation); Parent Influence; *Parent Role; Traditionalism; Values
IDENTIFIERS- Adolescent Attitudes; Identity Formation; Identity (Psychological)

This study explored the meaning of motherhood among Navajo teenagers, their mothers, and community informants living in a small, rural town on a Navajo Reservation. Participating were 8 percent found the homework assignment notebooks helpful and that students enjoyed the activities that encouraged class participation. (Fourteen appendices include data collection instruments and sample classroom materials. Contains 41 references.) (KB)

ED 412 003 PS 025 863

Vespo, Jo Ellen
The Nature of Sibling Conflict during Middle Childhood.
PUB DATE- 97
NOTE- 7p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Birth Order; Children; *Conflict; *Conflict Resolution; *Peer Relationship; Sex Differences; *Sibling Relationship; *Siblings
IDENTIFIERS- Conflict Management; Sibling Rivalry

Individuals first learn about conflict as children, within relationships with parents, siblings, and peers. Sibling and peer interaction may be contexts within which children learn how to manage conflict successfully with members of both the same and opposite sex. The goals of this study were to provide normative data on sibling and peer conflict during middle childhood and to explore linkages between sibling and peer relationships. Target children were observed separately with siblings and peers. Conversations were audiotaped, transcribed, and coded for conflict episodes, precipitating events, and final resolution strategies. In general, conflicts were verbal rather than physical in nature. Children most often simply dropped conflict and resumed harmonious interaction. Children had fewer, shorter, and less physical conflicts with peers than with siblings. Sibling configuration and relationship type affected final resolution strategy. Concession occurred more often in families with older sisters as opposed to older brothers. However, in peer interaction, concession occurred more often with children from families with younger brothers rather than younger sisters. Inspection of the data showed that choice of resolution strategy may be related to success of the strategy within a particular relationship. (Contains 13 references.)(Author/EV)

ED 412 004 PS 025 864

Griffin, Elizabeth A.
The Role of Children's Social Skills in Achievement at Kindergarten Entry and Beyond.
PUB DATE- 97
NOTE- 14p.; Paper presented at the Biennial Meeting of the Society for Research in Child Development (62nd, Washington, DC, April 3-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Academic Achievement; Attention Control; Grade 1; Kindergarten; *Kindergarten Children; *Performance Factors; Primary Education; Reading Achievement; School Readiness; *Student Behavior

Classroom behavior has been shown to be, in some cases, more successfully with parents. Chapter 5 considers written correspondence, focusing on individual teacher communication and group or school-wide communication. Chapter 6 addresses verbal communication, including contacts through technology. Chapter 7 discusses how to make home visits effective, describing model home visiting intervention and prevention programs. Chapter 8 provides information on strategies for successful parent group meetings. Chapter 9 details strategies for improving parent-teacher conferences. Chapters in the third part of the book discuss support systems for parent involvement. Chapter 10 examines the use of volunteers, including volunteer coordinators and advisory committees. Chapter 11 discusses empowering parents as decision makers, especially current trends and parent rights. Chapter 12 describes the use of community networks, including linking to social services, and state and federally funded programs. An appendix lists available resources. Each of the book's chapters contains references and provides activities for discussion, expansion, and application. (KB)

ED 412 021   PS 025 897

Dunkle, Margaret C.
Steer, Row or Abandon Ship? Rethinking the Federal Role for Children, Youth & Families. Special Report No. 8.
SPONS. AGENCY- Annie E. Casey Foundation, Baltimore, MD.; Ford Foundation, New York, NY.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 48p.; This report is based on testimony by Margaret Dunkle, Director of the IEL Policy Exchange, at a September 19, 1996 hearing before the Subcommittee on Early Childhood, Youth and Families, Committee on Economic and Educational Opportunities, U.S. House of Representatives (renamed the Committee on Education and the Workforce in the 105th Congress).
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Adolescent Development; Adolescents; Child Development; Children; Community Role; Family Programs; *Federal Government; *Federal Programs; *Government Role; *Policy Formation; Program Evaluation; Public Policy; Social Indicators; Social Services; State Government; State Programs; *Youth Programs
IDENTIFIERS- *Family Policy; Family Resource and Support Programs; Family Support

Based on 1996 testimony by Margaret Dunkle, director of the Institute of Educational Leadership (IEL) Policy Exchange, before the U.S. House of Representatives Subcommittee on Early Childhood, Youth and Families, this report calls for a rethinking of the federal role for children, youth, and families, encouraging the federal government to "steer" more and "row" less. The report examines the current array of federal programs and identifies important details that often make it complicated for communities to benefit fully from federal programs and policies. It also describes promising approaches to make government more results-driven and accountable to the public, from using benchmarks or indicators to implementing the Government Performance and Results Act. Chapters of the report are: (1) "Youth Development and the IEL Policy Exchange"; (2) "What Is the Federal Role When It Comes to Children and Youth?"; (3) "First Things First-Abandoning Ship Is Not an Option"; (4) "Mostly Rowing-A Look at Current had high proportions of Hispanics or Native Americans, had high rates of natural increase (excess of births over deaths), or were disproportionately dependent on agriculture. Includes maps and data tables. (SV)

ED 412 036 RC 021 153

Wells, Robert N., Jr.
Indian Education from the Tribal Perspective: A Follow-up Survey of American Indian Tribal Leaders.
PUB DATE- 97
NOTE- 24p.; For original study, see ED 330 539.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *Administrator Attitudes; *American Indian Education; College Attendance; *Educational Attainment; *Educational Needs; Elementary Secondary Education; Followup Studies; Native Language Instruction; *Public Schools; Reservation American Indians; Tribally Controlled Education; *Tribes
IDENTIFIERS- Native Americans

Survey responses concerning the status of American Indian education were received from 142 Native American tribal leaders (out of 511 surveyed) and compared to responses from a similar 1990 survey. A major finding of the study is that, as in 1990, approximately 90 percent of all American Indian children attend state public schools. The remaining 10 percent attend Bureau of Indian Affairs schools or tribally run or contracted schools. As in 1990, an unacceptable number of tribally-affiliated Indian students (more than half) do not graduate from high school, and an even larger percentage do not attend or complete postsecondary education. In most instances, Indian children attend public schools that are underfunded, controlled by non-Indians, and staffed predominately by Anglo teachers. These schools include little Native American content in the curriculum. The native language of the tribe is taught in only 43 percent of the schools attended by tribally-affiliated Indian students, but in 90 percent of these schools, native language instruction begins before grade 4. Respondents also identified the priority educational needs of their tribe, the principal obstacles to educational achievement of Indian children, and the principal motivators for educational achievement of Indian children on reservations. Seven educational policy recommendations are offered. Appendix compiles questionnaire responses and comparisons to 1990 data. (SV)

ED 412 037 RC 021 156

The Adventures of McGruff & Scruff in Indian Country: A Drug and Violence Prevention Comic-Activity Book.
SPONS. AGENCY- Department of Justice, Washington, DC. Bureau of Justice Assistance.
PUB DATE- 96
NOTE- 21p.; Contains colored illustrations that may reproduce poorly.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Alcohol Education; American Indian Education; Children; Comics (Publications); *Drug Education; Elementary

emerge some commonalities. They reveal an excitement and dedication to the field of experiential education because it is education that works--that transforms and does not devalue, provides for personal growth, and influences people in positive ways. The lack of people of color, especially women of color, in experiential education is a major issue. Minorities in the field are beset with tokenism, where a few people of color are thought to represent an entire culture. People of color are often singled out to work with minority groups, which can be a valid approach depending on the actual motivation. They often are not taken seriously, and there is much stereotyping. Several of the women mention their role models' or mentors' influence on them and note the importance of their families' support. The field of experiential education is empowering to practitioners as well as students. The various people of color within the field, as well as White practitioners, need to develop cross-cultural ties, since they often don't know whether to embrace or be leery of one another. Women must recognize that mutual support can make a big difference. (TD)

ED 412 054 RC 021 175

Painter, Jacqueline Burgin
The Season of Dorland-Bell: History of an Appalachian Mission School. Revised Second Edition.
PUB DATE- 96
NOTE- 352p.; Photographs will not reproduce adequately.
LANGUAGE- English
EDRS Price- MF01/PC15 Plus Postage.
PUB TYPE- Books (010),Historical Materials (060)
DESCRIPTORS- *Access to Education; Boarding Schools; Cultural Influences; Educational History; Educational Practices; Elementary Secondary Education; Higher Education; Poverty; *Rural Education; *School Community Relationship; *School Role
IDENTIFIERS- Appalachian Culture; Institutional History; Mission Schools; Missionaries; *North Carolina (Madison County); Presbyterian Church

This book details the history of the Dorland-Bell School, a residential school in rural western North Carolina. The book is based on letters, extensive interviews, and research about the school. In 1886, Luke and Juliette Dorland, Presbyterian missionaries and educators, retired to Hot Springs, North Carolina. However, at the request of residents in this rural village, they soon were teaching 25 students in their home. Luke Dorland appealed to his former employer, the Presbyterian Board of Home Missions, and $300 was granted for books and equipment. At their own expense, the Dorlands built a two-story frame schoolhouse to accommodate the growing number of students. By 1894, the school, known as the Dorland Institute, had grown to include a girls' dormitory, an expanded schoolhouse, and additional teachers. In 1918, the Dorland Institute consolidated with the Bell Institute, a large day school for girls. Dorland-Bell School now included seven acres of land, boarding facilities for 100 girls in the village, and a 300-acre farm with housing for 40 boys. The book details the evolution of the school over the years until it closed in 1942. The history of Dorland-Bell involves the story of the wider Presbyterian mission in the southern Appalachians. By establishing schools and hospitals, the Board of National Missions in New York reached into isolated areas to help children overcome significant barriers to education. This book illustrates the challenge in balancing well intentioned good works among mountain people with respect for a rich and old culture that was not always receptive to the intervention of

PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Brain; Cognitive Processes; *Cognitive Psychology; Educational Strategies; Elementary Secondary Education; *Learning Theories; *Neurological Organization; *Neuropsychology; Thinking Skills

This paper addresses the contributions that brain research makes to education. Topics pertaining to typical brain research findings and their educational significance, caution in the application of findings to explain differences by population, and the types of research that could be potentially helpful to educators are discussed. Among the research findings that are useful to educators are that perception is constructive, the brain works as a whole system, brain function requires self-knowledge, multiple memory mechanisms are present in the brain, learning happens in an active brain, brains change with experience, organization is critical, and concrete knowledge is different than abstract knowledge. Lists of suggestions of strategies for educational research related to brain research and statements of goals of learning based on brain research are also included. (DDR)

ED 412 074 SE 060 545

Gridley, C. Robert R.
Openers for Biology Classes.
PUB DATE- 90
NOTE- 156p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Animals; *Biology; Demonstrations (Science); Dinosaurs; Educational Strategies; *Entomology; Marine Biology; *Science Activities; Science Curriculum; Science Instruction; Scientists; Secondary Education; Teaching Guides

This teaching guide contains 200 activities that are suitable for openers and demonstrations in biology classes. Details are provided regarding the use of these activities. Some of the broad topics under which the activities are organized include algae, amphibians, bacteria, biologists, crustaceans, dinosaurs, ecology, evolution, flowering plants, genetics, insects, mammals, plant life, reptiles, sharks, and virus. (DDR)

ED 412 075 SE 060 557

Wagner, Elaine
Environmental Attitudes in the Elementary Grades: A Bibliographic Essay.
PUB DATE- 97
NOTE- 15p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reference Materials - Bibliographies (131)
DESCRIPTORS- Activism; Elementary Education; *Environmental Education; Field Trips; Foreign Countries; *Futures (of Society); Group Activities; Natural Resources; Pollution; Science Fairs; Science Instruction; *Student Attitudes; Teacher Attitudes; Urban Youth; Values
IDENTIFIERS- *Environmental Awareness; *Environmental Ethic; Forests; Nature

Ecological or environmental programs integrated into science courses in the elementary grades can make children aware that

LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143),Test, Questionnaires, Evaluation Instruments (160)
DESCRIPTORS- *College Science; Course Content; *Curriculum Evaluation; Educational Strategies; Engineering Education; *Grouping (Instructional Purposes); Higher Education; Mentors; Plants (Botany); Science Curriculum; *Student Research; Surveys; Undergraduate Study; Zoology
IDENTIFIERS- University of Wisconsin Madison

This document summarizes the findings of the Learning through Evaluation, Adaptation and Dissemination (LEAD) Center's report on the team approach to the first research experience for undergraduates in botany and zoology. Students (N=25) and faculty (N=12) were interviewed and a comparison was made between students who performed the research in teams and those who conducted their research individually. Qualitative research methods are employed in data collection and analysis and findings suggest that students operate at a more independent level than they are accustomed to. This challenges them and contributes to a gain in confidence. This document is organized into the following sections: (1) Executive Summary; (2) Introduction; (3) The Students' Point of View; (4) The Research Mentors' Point of View; (5) Evaluators' Concluding Remarks; and (6) Appendix: Interview Protocols for Students and Mentors. (DDR)

ED 412 097 SE 060 613

Chem 110, Spring 1995, UW-Madison. End of Semester Interviews and Preliminary Findings of the Faculty Assessor Project. Formative Feedback Report #3.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 96
NOTE- 181p.; Prepared for the Leadership Group of the "Establishing New Traditions: Revitalizing the Curriculum" grant awarded to the Chemistry Department, College of Letters and Science, and Leon Shohet and Denice Denton, PIs of the "Diversity and Cultural Change: Manufacturing Engineering Education for the Future" grant awarded to the Engineering Research Center for Plasma-Aided Manufacturing, College of Engineering.
LANGUAGE- English
EDRS Price- MF01/PC08 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Reports - Research/Technical (143)
DESCRIPTORS- *Active Learning; *Chemistry; *College Science; Course Content; Cultural Pluralism; Curriculum Evaluation; Educational Innovation; Educational Strategies; Engineering Education; Higher Education; *Lecture Method; *Problem Solving; Science Curriculum; Surveys; Undergraduate Study
IDENTIFIERS- University of Wisconsin Madison

This document reports on a study of two approaches to an analytical chemistry course: (1) a structured active learning approach; and (2) a step-by-step lecture style problem solving approach. The purpose of the study was to assess and compare the outcomes of these approaches. The data consisted of open-ended interviews with students, open-ended student survey questions, Likert scale student survey items, and faculty interviews. The study concludes that a number of positive effects of structured active learning are documented, and although it is possible to assert that a comparison group does

Wilson, Melvin Skip; Lloyd, Gwendolyn M.
Hypermedia Creation: Offering Prospective Secondary Teachers Opportunities To Build Flexible and Powerful Conceptions of Mathematics and Mathematics Teaching.
PUB DATE- 97
NOTE- 19p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 28, 1997). Certain pages may not photograph well. Supported in part by the Eisenhower Program.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; Computer Uses in Education; Educational Technology; Higher Education; *Hypermedia; *Mathematics Instruction; Multimedia Instruction; Preservice Teacher Education; *Reflective Teaching; Secondary Education; Student Teacher Attitudes
IDENTIFIERS- Preservice Teachers

This paper illustrates the themes of reflection and connection in teacher education by discussing the experiences and conceptions of one preservice teacher who was enrolled in a secondary mathematics methods course. Small groups of preservice teachers created hypermedia stacks to demonstrate their views on important issues in mathematics education. Stacks include hypertext links, video-taped segments of practice teaching, other video and audio components, and links to other applications. This paper elaborates on how hypermedia activity enables and encourages preservice teachers to reflect on and develop their beliefs, and to build explicit connections within their experiences in university and field settings. It illustrates the powerful ability of hypermedia activity to not only allow prospective teachers to personalize reform themes, but also provide a context for researchers to question and investigate prospective teachers' beliefs about mathematics teaching and learning. Contains 27 references. (Author)

ED 412 118 SE 060 673

Bainer, Deborah L.; Cantrell, Diane; Barron, Pat
Professional Development of Environmental Educators through Partnerships.
SPONS. AGENCY- Eisenhower Program for Mathematics and Science Education (ED), Washington, DC.
PUB DATE- 97
NOTE- 31p.; Paper presented at the Annual Meeting of the North American Association for Environmental Education (Vancouver, British Columbia, Canada, August 15-19, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Communication Skills; *Educational Cooperation; Educational Facilities; Elementary Education; *Environmental Education; Natural Resources; Natural Sciences; *Partnerships in Education; *Professional Development; Public Relations; Public Service Occupations; Public Support

While natural resource professionals are adept at managing resources, they often lack the skills and desire to work effectively with the public. School-based partnerships are a potential vehicle for enhancing social interaction skills. Research shows that teachers benefit from partnerships but the

Washington, DC.
PUB DATE- 98
NOTE- 447p.; Lists 24 "collaboratons" on title page. For related document on "Findings," see ED 405 221.
LANGUAGE- English
EDRS Price- MF01/PC18 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Reports - Research/Technical (143)
DESCRIPTORS- *Academic Achievement; Academic Standards; Educational Change; Elementary Secondary Education; Hands on Science; *National Competency Tests; Problem Solving; Science Education; Science Process Skills; Sex Differences; *Standardized Tests; *Student Evaluation; Tables (Data)
IDENTIFIERS- *National Assessment of Educational Progress

This technical report on the National Association of Educational Progress (NAEP) 1996 State Assessment Program in Science provides an overview of the design, implementation and analysis of the educational assessment including details of sampling design, field administration, preliminary data analysis, and reporting of state results. This report also provides details on the background of the development of the 1996 instrument for science, sample design and selection, state and school cooperation, processing and scoring assessment materials, creation of the database and database products, weighting procedures and variance estimation, theoretical background and philosophy of NAEP scaling procedures, data analysis and scaling for the science assessment program, and conventions used in reporting the results. (DDR)

ED 412 139   SO 026 211

Jackson, Joseph S.
Foundations of Democracy: Authority, Privacy, Responsibility, and Justice. Student Text. High School Level. Law in a Free Society Series. Revised Edition.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 95
NOTE- 242p.; For a related middle-school text and teacher's edition, see ED 375 042 and ED 375 043.
LANGUAGE- English
EDRS Price- MF01/PC10 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Instructional Materials (For Learners) (051)
DESCRIPTORS- Citizen Participation; *Citizenship Education; Citizenship Responsibility; Civics; Constitutional History; Constitutional Law; Critical Thinking; Democracy; *Freedom; High Schools; Instructional Materials; *Justice; *Law Related Education; *Privacy; Social Studies; United States History
IDENTIFIERS- *United States Constitution

Designed for use at the high school level, this textbook is organized around four key ideas central to the U.S. Constitution: authority, privacy, responsibility, and justice. A knowledge of these ideas is necessary to understand the foundations of U.S. government and to evaluate important differences between a constitutional democracy and a society that is not free. The textbook challenges students to discuss and debate situations involving the use of authority and the protection of privacy as well as decide how responsibilities should be fulfilled and how justice might be achieved in a number of situations. The textbook is designed to develop students' ideas and approaches and help them evaluate competing ideas and approaches to the four central ideas of textbook. The textbook is intended to help students think for themselves,

Mediation. Fourth Edition.
PUB DATE- 94
NOTE- 85p.; For related document, see SO 027 782.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Arbitration; *Communication Skills; *Conflict Resolution; Elementary Education; Interpersonal Communication; Law Related Education; *Problem Solving; Role Playing; *Social Studies; Verbal Communication

A part of the Fuss Busters peer mediation program, this teacher's guide is designed to increase students' conflict resolution skills. Fuss Busters is intended to help elementary students resolve conflicts in a creative and cooperative manner through reflective listening, defusing anger, brainstorming, and mediation. The guide is designed to help teachers and students increase their understanding of the nature of conflict and conflict resolution styles, expand their peacemaking skills, and establish a sense of classroom community. The guide contains 16 lesson plans on conflict resolution that include a statement of purpose, materials needed, instructional activities and student handouts. The back of the guide provides materials and helpful information. (TSV)

ED 412 161 SO 027 782

Davis, Barbara A.; Corley, Sarah V.
Rockin' Role Plays. A Collection of the Finest for Mediation Trainers.
PUB DATE- 96
NOTE- 208p.; For related document, see SO 027 781.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Adult Education; Arbitration; *Conflict Resolution; Court Litigation; Day Care; Elementary Secondary Education; Hospitals; Juvenile Justice; Law Related Education; Nursing Homes; *Role Playing; Social Studies; Teaching Guides; Training; Training Methods; *Training Objectives
IDENTIFIERS- *Mediation

This guide offers suggestions for implementing role plays to teach conflict resolution skills and provides a variety of role plays useful in different settings. It describes how to effectively prepare for role plays, how to implement role play strategies, and how to debrief and provide feedback to role play participants. Potential problems are identified and the guide provides suggestions for overcoming potential difficulties while using role plays. The role plays focus on a variety of settings such as the community, business, day care, elementary school, middle and high school, college and university, juvenile detention center, hospital, nursing home, and family. Six court cases that focus on a conflict or problem that may be used in a role play are included. A list of publications available from the Mediation Center and an alphabetical index of role plays are also included. (TSV)

ED 412 162 SO 027 796

Witmer, Judith T., Ed.
A Compendium for the Keystone Integrated Framework.
SPONS. AGENCY- Department of Education, Washington, DC.
PUB DATE- 97

NOTE- 13p.; Paper presented at the Annual Meeting of the Eastern Educational Research Association (Hilton Head, SC, 1995).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Attitude Change; *Educational Change; Elementary Education; Elementary School Teachers; Questionnaires; *School Culture; *Teacher Attitudes; Whole Language Approach

School culture, as defined in this study, consists of norms, beliefs, and values that provide teachers with a sense of continuity against change generated by students, parents and reform movements. The first six norms of school culture, which appear to be interdependent and work together to create an effective school culture for change, are collegiality, experimentation, high expectations, trust and confidence, tangible support, and referring to a knowledge base. The remaining six norms, which demonstrate effective teacher interaction with each other and their administrators, are appreciation and recognition, caring and humor, involvement in decision-making, protection of what is important, traditions, and open communication. The population sample was drawn from two elementary schools within the same county of a rural mid-Atlantic state that were in the process of making a change to whole language instruction. Norms for which significant differences were found included: collegiality, experimentation, expectation, trust and confidence, reaching out to the knowledge base, caring, celebrating, and humor, protecting what's important, involvement in decision-making, and honest, open communication. The major conclusions were that the presence of these norms tends to encourage teacher change and that the norms increase as teacher change progresses. The School Culture Survey is appended. (Contains 32 references.) (LH)

ED 412 183   SP 037 553

Seng, SeokHoon
Mediated Learning Experience: Application across Diverse Groups - Preservice Teachers in Singapore.
PUB DATE- 97
NOTE- 11p.; Paper presented at the International Conference on Thinking (7th, Singapore, June 1-6, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Education Courses; Elementary Secondary Education; Foreign Countries; Higher Education; Learning Theories; Preservice Teacher Education; Student Teacher Attitudes; *Student Teachers; Student Teaching; *Thinking Skills
IDENTIFIERS- *Mediated Learning Experience; *National Institute of Education (Singapore)

In response to recent stress on incorporating core thinking into subject curriculum, the mediated learning experience (MLE) is being incorporated into the preservice training modules of the Singapore National Institute of Education (NIE). This study examines: (1) factors contributing to the preservice teacher's commitment to using MLE; (2) specific components of MLE that are actually implemented; (3) the extent to which teachers manifest any transfer when teaching content areas; and (4) practical problems faced by teachers when implementing MLE in a school setting. This study is ongoing and only qualitative data have been analyzed so far. Preservice graduate teachers (n=46) guidelines for using various instructional approaches. Chapters 5 illustrates how to manage and monitor student behavior and chapter 6 suggests various approaches to the assessment of student learning. Chapter 7 is devoted to developing partnerships with parents. Chapter 8 presents answers to common problems and frequently asked questions, and chapter 9 stresses the importance of continuing professional development and suggests professional development resources for beginning teachers. Included are classroom-tested ideas; lesson planning guides; sample parent letters, forms, and checklists; and examples of how to manage an effective classroom. (Contains 30 references.) (ND)

ED 412 203 SP 037 580

Black, Caren
Getting Out of Line: A Guide for Teachers Redefining Themselves and Their Profession.
PUB DATE- 97
NOTE- 113p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Classroom Environment; Educational Change; *Educational Strategies; Elementary Secondary Education; Teacher Behavior; *Teacher Empowerment; Teacher Improvement; *Teacher Role; Teachers; Teaching Conditions; Teaching Models
IDENTIFIERS- *Teacher Change

This book argues that the redefinition of teaching begins with teachers' developing a positive attitude about themselves as educators. The book offers suggestions to teachers on how to apply positive practices to themselves, move from passive to assertive communication, redefine their approach and build new beliefs, increase student responsibility, and design projects that truly involve their students. After a foreword by Lois Bridges, the author's preface discusses creating a personal vision of change. Chapter 1, "Preparing to Live in a Different Reality," defines reality and how reality defines the workplace. Chapter 2, "Overseeing the Culture of Powerlessness," discusses analyzing and changing one's position. Chapter 3, "Becoming the New Teacher," explores redefining approach, practice, materials, curriculum, and responsibility. Chapter 4, "Viewing the New Teacher in Action," looks at several information age learning models. Chapter 5, "Finding the New View," examines what can be done to encourage educational change. A glossary of learning theories is included. (Contains 194 references.) (ND)

ED 412 204 SP 037 581

Beamon, Glenda Ward
Sparking the Thinking of Students, Ages 10-14: Strategies for Teachers.
PUB DATE- 97
NOTE- 178p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- *Classroom Techniques; *Cognitive Development; Early

Description Quest; Psychological Assessment

Measures of psychological types have proven useful in career counseling. This study describes research investigating the pyschometric properties of a new measure of psychological type, the Personal Preferences Self-Description Questionnaire (PPSDQ). The PPSDQ and the Myers Briggs Type Indicator (MBTI) were both administered to 221 students at a large public university. Students also completed a measure of social desirability. Reliability and divergent, concurrent, and construct validity coefficients are reported. Scores on the four PPSDQ scales had minimal common variance with social desirability scores, supporting the divergent validity of the PPSDQ. The PPSDQ measures constructs related to those of the MBTI, but the constructs are not exactly the same. Overall, results support the reliability of PPSDQ scores. Results suggest that the PPSDQ is a measure that can be administered quickly and can yield scores with reasonable psychometric properties. (Contains 12 tables and 16 references.) (Author/SLD)

ED 412 223 TM 027 423

Cox, Philip; Godfrey, John R.
The Importance of Assessment Procedures to Student Learning Outcomes in Religious Education.
PUB DATE- 97
NOTE- 24p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Academic Achievement; Catholic Schools; Educational Assessment; *Educational Testing; Feedback; Foreign Countries; *High School Students; High Schools; Knowledge Level; *Outcomes of Education; Pretests Posttests; *Religious Education; *Test Use; Urban Schools
IDENTIFIERS- Australia

In Perth, Western Australia, summative assessment has not been a teaching tool in the teaching of religious education courses in the Catholic schools. This study investigated whether the use of formal assessment procedures in the teaching of religion had an effect on student learning outcomes. Subjects were 128 students (4 classes) in year 8 of an urban Catholic high school. The individual class variation in scores was nested in the variation of scores between the experimental and control groups. A multiple choice test was given before and after instruction to measure student knowledge. Students in the experimental group were quizzed on work covered in each teaching module, given feedback from the testing, and motivated to prepare thoroughly for the final test. Posttest results indicate that scores of the experimental group were higher than those of the control (untested) classes. Treatment given the experimental classes does seem to have resulted in significant differences in learning outcomes. Results support the view of G. Rossiter (1981) that a relationship exists between clarity of purpose and learning outcomes. Appendixes present summaries of the posttest results. (Contains two tables, two figures, and seven references.) (SLD)

ED 412 224 TM 027 444

Loup, Karen S.; Ellett, Chad D.
Application of the "Personnel Evaluation Standards" to Local

Values; *Qualitative Research; *Research Methodology; Researchers
IDENTIFIERS- Researcher Role; *Researcher Subject Relationship

In recent years, many in anthropology have been challenging the positivist paradigm that dominated the field, with its assumption of the researcher as a transparent data gatherer and the notion of data as something to be collected through fieldwork. Questions of qualitative research methodology are also surfacing in education even as the divisions between intellectual disciplines are increasingly becoming blurred. The more one studies the foundations of research inquiry, the more one finds that issues of methodology and the participation of the researcher are complex in the extreme. Qualitative research is often associated with moral implications that cause deep pain, and there are few examples in the literature that help the researcher ensure that the study does no harm. How informed are the participants who indicate informed consent? Who are the real authors of a study? Should children even be the subjects of research? How important are emotions to the research process? All of these questions must be examined in order for qualitative researchers to take the ethical challenges of qualitative research as seriously as they deserve. (Contains 23 references.) (SLD)

ED 412 242   TM 027 491

Arredondo, Daisy E.; Rucinski, Terrance T.
Using Structured Interactions in Conferences and Journals To Promote Cognitive Development among Mentors and Mentees.
PUB DATE- 97
NOTE- 39p.; Paper presented at the Annual Meeting of the American OEducational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Adults; *Cognitive Development; Conferences; *Graduate Students; Higher Education; Instructional Leadership; *Interaction; Interpersonal Relationship; *Mentors; Moral Values; Responses; *Student Journals; Supervision; Supervisors; Thinking Skills
IDENTIFIERS- *Protege Mentor Relationship

A study was conducted to examine the effects of structured interactions in conferences and journals on the cognitive complexity of adult educators. The specific focus was the effects of the use of specific dialogue patterns within reflective conversations and of structured response patterns in journals on the cognitive processes of mentors and mentees engaged in conferences about the professional practices of the mentees. In the 1995-96 school year students in a graduate class in educational leadership participated as part of their course work. Eleven pairs of educators completed the project. Each pair consisted of a student and a partner from the student's work site. Some pairs were an administrator and a teacher; others were closer to being true peers as teachers. The Rest Defining Issues Test (J. Rest, 1986) was used to assess changes in the level or complexity of principled moral reasoning of mentors and mentees involved in the project, and the Schommer Epistemological Survey (M. Schommer, 1989) was used to assess changes in complexity of epistemological beliefs of mentors and mentees. Preliminary analysis of research data suggest that mentor/mentee interactions may indeed foster important changes in cognitive structures. The strongest references.) (SLD)

ED 412 261 TM 027 561

Fernandez, Eileen
The "'Standards'-like" Role of Teachers' Mathematical Knowledge in Responding to Unanticipated Student Observations. First Draft.
PUB DATE- 97
NOTE- 48p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Beliefs; Educational Change; High School Students; High Schools; *Knowledge Base for Teaching; Mathematics Instruction; *Mathematics Teachers; *Problem Solving; Secondary School Teachers; *Standards; *Teacher Attitudes; Teacher Competencies; Teacher Qualifications
IDENTIFIERS- *NCTM Professional Teaching Standards; Subject Content Knowledge

Recent research explaining the influence of teacher knowledge and beliefs on instruction tends to illustrate what teachers cannot do by describing their limited beliefs about mathematics or gaps in mathematics knowledge. Those studies illustrating what teachers can do tend to focus on one teacher. This paper describes what nine secondary level mathematics teachers--who are unusual in their exceptional backgrounds in mathematics and commitment to the "Professional Standards for Teaching Mathematics"--can do. By identifying patterns in these teachers' strategies for responding to unanticipated student observations (conveyed through errors, difficulties, and alternative problem solving approaches), a conceptualization of teacher knowledge use is proposed that is based in mathematics problem solving strategies. The teachers' beliefs are related to these strategies and their intentions to implement certain aspects of the "Standards" in their teaching. The implications for the mathematics instruction of prospective teachers and for other areas of teacher preparation are discussed. Appendixes contain the teacher interview protocol and a description of teaching episodes. (Contains 4 tables and 29 references.) (Author/SLD)

ED 412 262 TM 027 563

Cai, Jinfa; Moyer, John C.; Grochowski, Nancy J.
Making the Mean Meaningful: Two Instructional Studies.
SPONS. AGENCY- Ford Foundation, New York, NY.
PUB DATE- 97
NOTE- 40p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Algorithms; College School Cooperation; Comprehension; *Concept Formation; *Elementary School Students; Elementary School Teachers; Grade 6; *Instructional Effectiveness; Intermediate Grades; Knowledge Base for Teaching; *Mathematical Concepts; Pretests Posttests; *Problem Solving

Methodology; Response Rates (Questionnaires); Sample Size; *Sampling
IDENTIFIERS- Data Files; *National Household Education Survey; *Random Digit Dialing; User Guides

The 1996 National Household Education Survey (NHES:96) was a random digit dial telephone survey of households that was developed by the National Center for Education Statistics and conducted by Westat, Inc. The NHES:96 included two topical survey components, "Parent and Family Involvement in Education," (PFI) which collected data about family involvement in children's schooling, and "Civic Involvement," (CI) which collected data about participation in civic activities and attitudes toward government. This manual provides documentation and guidance for users of the four public release data files of the NHES:96: the Household and Library File, the PFI and CI files, the Youth Civic Involvement file, and the Adult Civic Involvement File. Volume I contains information about the purpose of the study, the data collection instruments, the sample design, and data collection and data processing procedures. Volumes II through V each contain a guide to the data file and its codebook, a discussion of data considerations and anomalies, and, in appendixes, the file layout and additional information. This volume contains the following sections: (1) "Introduction"; (2) "Description of Data Collection Instruments"; (3) "Sample Design and Implementation"; (4) "Data Collection Methods and Response Rates"; and (5) "Data Preparation." An appendix presents the screener for the four files. (Contains 1 figure, 17 tables and 25 references.) (SLD)

ED 412 280 TM 027 736

Collins, Mary A.; Brick, J. Michael; Nolin, Mary Jo; Vaden-Kiernan, Nancy; Gilmore, Susan; Chandler, Kathryn; Chapman, Chris
National Household Education Survey of 1996: Data File User's Manual, Volume II: Household and Library Data File.
SPONS. AGENCY- National Center for Education Statistics (ED), Washington, DC.
PUB DATE- 97
NOTE- 295p.; For Volumes I through III, see TM 027 735-737.
LANGUAGE- English
EDRS Price- MF01/PC12 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Adults; Attitudes; Children; Citizen Participation; Data Analysis; *Data Collection; Elementary Secondary Education; *Family (Sociological Unit); National Surveys; Parent Participation; *Public Libraries; *Research Methodology; Response Rates (Questionnaires); Sample Size; *Sampling; Users (Information)
IDENTIFIERS- Data Files; *National Household Education Survey; *Random Digit Dialing; User Guides

The 1996 National Household Education Survey (NHES:96) was a random digit dial telephone survey of households that was developed by the National Center for Education Statistics and conducted by Westat, Inc. The NHES:96 included two topical survey components, "Parent and Family Involvement in Education," (PFI) which collected data about family involvement in children's schooling, and "Civic Involvement," (CI) which collected data about participation in civic activities and attitudes toward government. This manual provides documentation

ED 412 296 TM 027 976

Education Policy Analysis 1997.
PUB DATE- 97
NOTE- 121p.; For companion document, see TM 027 975.
LANGUAGE- English
EDRS Price- MF01/PC05 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Adult Education; Comparative Analysis; Definitions; Demography; Economic Factors; *Educational Policy; Educational Trends; *Elementary Secondary Education; Foreign Countries; *Futures (of Society); Human Resources; Labor Market; *Literacy; Outcomes of Education; *Postsecondary Education; Social Influences; Tables (Data); Trend Analysis; *Vocational Education
IDENTIFIERS- Educational Indicators; *Organisation for Economic Cooperation Development

This volume is the companion to the 1997 collection of international education indicators from the Organisation for Economic Cooperation and Development (OECD), "Education at a Glance--OECD Indicators." It aims to deepen the analysis of current policy issues and facilitate interpretation of data using selected indicators of particular relevance to policy issues under consideration. The five chapters analyze topics of concern to a broad audience: (1) costs and expenditures; (2) the stock of human capital available to OECD economies; (3) the literacy performance of adults in 12 countries; (4) educational failure and success; and (5) the efficiency and effectiveness of tertiary education in responding to new interests and needs of learners. Policies to increase equity and efficiency in education and training should consider not only the incentives for pursuing further studies, but the quality of and attitudes toward learning in a lifetime perspective. One of the most telling education indicators in the years ahead will be the rate at which adults engage in organized education or training. So far, this sort of learning activity has been concentrated among those with the greatest amount of initial schooling, but reducing that distortion would bring a "learning society" closer to reality. Each chapter contains references. A statistical annex provides data for the figures. (Contains 2 tables and 36 figures.) (SLD)

ED 412 297 UD 031 451

Flaxman, Erwin; Orr, Margaret
Determining the Effectiveness of Youth Programs. ERIC/CUE Digest No. 118.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 96
NOTE- 6p.; Discussions represent a summary of material in "Evaluating School-to-Work Transition" by Margaret Terry Orr (1995), available from the National Institute for Work and Learning, Academy for Educational Development, Washington, DC and "Managing Youth Development Programs for At-Risk Students: Lessons from Research and Practical Experience" by Andrew Hahn (1992) available from the ERIC Clearinghouse on Urban Education.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071),Information Analyses/State-of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- Data Collection; *Disadvantaged Youth; Evaluation Methods; Formative Evaluation; Program Evaluation; Summative

engineering; atlases and maps; games; and other collections of interactive WWW services. (Contains 18 references.) (Author/SWC)

ED 411 858   IR 056 685

Welsh, Sue
OMNI--Alternative Approaches to Internet Metadata.
PUB DATE- 96
NOTE- 8p.; In: Online Information 96. Proceedings of the International Online Information Meeting (20th, Olympia 2, London, England, United Kingdom, December 3-5, 1996); see IR 056 631.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Classification; Content Analysis; Evaluation Methods; Foreign Countries; Futures (of Society); Indexes; *Indexing; Information Needs; *Information Retrieval; *Internet; Library Technical Processes; *Online Searching; Online Systems; Reference Services; Relevance (Information Retrieval); Search Strategies; Technological Advancement; User Needs (Information); User Satisfaction (Information)
IDENTIFIERS- *Metadata; United Kingdom

The growth in the size of the Internet has resulted in much effort being spent on indexing its contents. The most popular solutions are created by automatic methods, and although offering impressive coverage, they are disappointing where precision of meaning is required. Alternative services created by human beings arrange and index resources according to concept and offer more relevant retrieval, but cannot hope to achieve 100% coverage. New developments are imminent which may support both the automated and non-automated approaches, and vastly improve the quality of Internet metadata. This paper demonstrates that the task of locating information on the Internet has not been and will not be accomplished by the use of sheer computing power alone. It reviews the topic of metadata creation, with special reference to the OMNI project (Organizing Medical Networked Information) and describes two encouraging new initiatives: PICS (Platform for Internet Content Selection) and the Dublin Core Metadata Set/Warwick Framework. All users need improved search tools with which to navigate the Internet. The answers to the present dilemma will be based on more than one tool, on both human intervention and intelligent automated data gathering. Metadata, as exemplified by the old catalog card, is set to become a key concept in the future of the new information world. (Contains 19 references.) (Author/SWC) and economic advancement, and that its programs are characterized by individualized learning, flexibility, self-paced instruction, transitions between different types of institutions, and learner self-governance. The history of lifelong learning in New Zealand is then reviewed from its beginnings in 1914 to the present, highlighting educational reforms undertaken in 1989 to adopt stakeholder-defined qualifications, seamless education across educational institutions, industry training strategies, and student support. This section also describes the replacement of the central and regional offices of New Zealand's Department of Education with a policy Ministry, a qualifications authority, and training agencies. Next, the resulting National Qualifications Framework is described, indicating that it replaces disparate course- and institution-centered credentials with 53 examining boards and agencies, and efforts to implement the Framework are reviewed. Finally, lessons from New Zealand's reform efforts are presented, suggesting that the country has created half a revolution by promoting standards and advocating access, but permitting non-compliance and offering few incentives. Contains 34 references. (YKH)

ED 411 894 JC 970 478

Pak, Min Sun
Two Wheels for Lifelong Learning in Korea: Credit Banking & Multimedia Technology.
PUB DATE- 97
NOTE- 12p.; In: Lifelong Learning: Policies, Practices, and Programs; see JC 970 458.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070),Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- Access to Education; *Articulation (Education); *College Credits; *Distance Education; Educational Change; Foreign Countries; *Lifelong Learning; *Multimedia Materials; Postsecondary Education; Program Development; Program Implementation; Vocational Education
IDENTIFIERS- *South Korea

Despite Korea's current emphasis on college entrance exams and formal education, the lifelong learning paradigm adhered to in the past can be re-established with the development of credit banking and multimedia technology. Due to restricted participation in higher education, a university degree has become a ticket to the social elite, with societal status taking precedence over competence and ability. The phenomenon can be reversed by a new system of open, lifelong learning. The system would allow ongoing opportunities for workers to upgrade their vocational skills, as well as provide unlimited availability to educational resources. This "educational democracy" would help eradicate social barriers, as well as recover the true essence of education: the containment of vocational and non-vocational learning. This would be achieved through a computerized academic credit banking system (CACBS), and through multimedia technology. The CACBS would allow students to register and accumulate academic credits into an academic account following strict accreditation guidelines The technology would allow for broad, interactive systems capable of widespread expansion. In addition, effective use of multimedia technology and distance delivery will provide for equitable access. Korea must shift its emphasis from elitist institutions and provide accessible "educational democracy" in order to obtain balance within the social and economical scales. (YKH)

concern, however, is the lack of financial resources to meet the challenges for the future. The State of Illinois Community College System has developed a strategic plan for a successful future. With plans such as these, American community colleges are ready to continue to meet future challenges and serve their communities. (YKH)

ED 411 913   JC 970 523

Dillon, Timothy J.
Writing Across the Curriculum. Annual Report, 1996-1997.
PUB DATE- 97
NOTE- 63p.; For the 1995-96 report, see ED 398 994.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Annual Reports; Community Colleges; *Peer Teaching; Program Effectiveness; Tutors; Two Year Colleges; Writing Ability; *Writing Across the Curriculum; Writing Assignments; *Writing Instruction; *Writing Laboratories; Writing Skills; Writing Teachers
IDENTIFIERS- Monroe County Community College MI

This report provides outcomes for 1996-97 for Monroe Community College's Writing Across the Curriculum (WAC) program, an effort designed to help students learn to write in all disciplines through writing centers staffed by trained student writing fellows. Following introductory remarks, the report provides discussions of the following topics: major achievements for the year; the Writing Fellows program; procedures for scheduling tutors; statistical outcomes by semester; and outcomes from program evaluations completed by 711 students, tutors, and college faculty. Sample newsletters, bulletins, and evaluation report forms are appended. Highlights of the report include the following: (1) in 1996-97, 2,256 writing conferences were held, on a campus with 3,500 students full- and part-time; (2) their new "Writing Fellow Report" form has allowed them to streamline their data collection and guide tutors with an outline of teaching strategies; (4) the most common assignment on campus was the 500 word theme paper, followed by the research paper and the book or article review; (5) 1654 of the students served were from the Humanities/Social Sciences Department, while 289 were from Business and 189 were from Science and Math; in evaluations, 98% of the students said they would use the Writing Center again. Comments from students, faculty, and WAC staff are included. (ECF)

Colleges; Community Services; Cost Effectiveness; Economic Development; *Economic Impact; Individual Development; Job Training; *Organizational Effectiveness; Two Year Colleges
IDENTIFIERS- *Community College of Philadelphia PA

The Community College of Philadelphia (CCP) compiled a report highlighting the economic benefits and opportunities the school provides to the citizens of Philadelphia and the region. Three broad categories of institutional effectiveness were defined to be economic impact characteristics: service to the Philadelphia communities, and enrollment, access, and student outcomes. Multiple measures of economic development, human development and cost effectiveness are presented in order to demonstrate the prominent and cost effective role CCP plays in the City's economy. CCP's accessibility allows students of all ages and ethnicities to enroll, making it the largest point of entry into higher education for minorities in Pennsylvania. As the only strictly public institution in Philadelphia, CCP contributes to the economy by increasing the productivity and earning potential of its citizens. In addition, CCP provides customized employee education, affordable tuition, and high transfer rates. Students work while attending school, and utilize the education to successfully fulfill future employment goals as well. CCP gives back to the community by providing jobs, purchasing goods and services from local enterprises, and opening their facilities to other community organizations. With its human development and human capital returns on investment in higher education, CCP provides numerous economic benefits to the City and region. (YKH)

Student academic engagement was also found to be significantly correlated with measures of emergent literary skills. Results suggest that educational researchers include engagement among their outcome variables, and that educators add fostering student engagement to the goal of increasing student academic achievement. (JPB)

ED 411 952   PS 025 769

Smith, Linda E.
Healthy Families California: A Review of Standards and Best Practices in Home Visiting Programs across California.
PUB DATE- 95
NOTE- 52p.; This report was made possible by grants from the Stuart Foundation and Haigh-Scatena Foundation.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Curriculum Development; Elementary Education; Family Environment; Family Health; Family Influence; Family Life; *Family Programs; Family School Relationship; Home Programs; *Home Visits; Program Development; Program Effectiveness; Program Evaluation; Program Implementation; Program Improvement; Supervision; Volunteer Training; Volunteers
IDENTIFIERS- California; *Family Support; Program Characteristics

Home visiting programs provide support services to families in their own homes, touching on social services, education, mental health, nutrition, health, or general welfare concerns. Twenty home visiting programs in California were surveyed to determine standards, best practices, areas needing improvement, and to develop training and support programs for caseworkers. Home visits were found to positively affect health, family functioning, child abuse and neglect, and school readiness. This report reviews findings of the survey and discusses best practices and practices needing review in the areas of engaging families, setting goals with families, and supervising programs to determine family outcomes and staff and volunteer satisfaction. The paper discusses other concerns such as a commitment to an emergent curriculum approach, caseload, peer support, length of service, boundaries between home visitors and families, and training and technical assistance. The paper offers recommendations for improving programs, and training and curriculum guidelines in the areas of engaging families, setting goals, and supervision. A list of participating home visit programs with contact information and sample survey questions is appended. (JPB)

Journals

This book provides a personal, day-by-day record, kept over a period of 3 years, to illuminate how one teacher brought the Montessori approach to children in a kindergarten classroom. The book's introduction outlines Maria Montessori's approach to education from birth through adolescence as one which focuses on the development of each person as a complete human being and thus emphasizes both academic rigor and personal development. Chapter 1 of the book ("On Education") introduces the teacher's educational philosophy and major characteristics of her kindergarten classroom, including classroom arrangement, materials, schedule, and the teaching relationship with her students. Chapter 2, "Class Life," examines children's adjustment during the beginning weeks of school, their growth throughout the remainder of the school year in independence, confidence, work response, ability to pace themselves and development as social beings; the author's growth in the teacher's role is also described . Chapter 3, "Language," presents journal entries that document instruction and progress in reading and writing, with a focus on the language development of four specific children. Chapter 4, "Mathematics," consists of diary entries documenting instruction and progress in mathematics using Montessori materials. Chapter 5, "Special Children," highlights the author's experiences teaching an intellectually gifted child and a child with learning disabilities. Chapter 6, "Personal Development," presents the author's reflections regarding her own professional and personal development and the personal development of her students. Six appendices include classroom schedules and materials. (KB)

Navajo teenage mothers ranging from 16 to 19 years, 7 grandmothers (mothers of the teens) who ranged from 41 to 57 years, and 6 community informants: two teachers, a nurse, a substance abuse counselor, a Delegate to the Navajo Nation, and a Navajo healer. Three of these informants were white, non-Native Americans who had extensive experience working with Native Americans, and three were Navajos who had been raised in the community. Intensive semi-structured interviews of participants were conducted in English, tape recorded, and transcribed. Results revealed marked diversity among the teenagers in the extent of identification with adolescence and maternity. Four groups of teenage mothers were identified: (1) those with high commitment to both roles; (2) those with high commitment to adolescent, with little commitment to maternity; (3) those with single, focused commitment to motherhood; and (4) those lacking commitment to either role. Grandmother reports confirmed the categorization of each teen. Reports from teens, grandmothers, and informants agreed that adolescent parenting was no longer condoned in the Navajo society, probably due to increased parenting occurring outside of marriage and the increased importance of educational attainment. However, most families accepted the unplanned pregnancies and supported their daughters. Navajo culture was described as being in transition between traditional values and an emerging blending of Navajo and Anglo cultures. (Contains 16 references.) (KB) important than measured ability for predicting young children's academic outcomes. This study examined the relationship between kindergarten children's work-related classroom behaviors and their kindergarten and first-grade achievement. A battery of achievement tests (receptive vocabulary, general knowledge, reading recognition, and mathematics) was administered to 267 children in the fall and spring of kindergarten and in the spring of first grade. In the fall of the kindergarten year, teachers provided information about work-related classroom behaviors of these children (for example, ability to sit quietly, ability to follow directions independently). Work-related classroom behaviors in the fall of kindergarten consistently influenced reading recognition from fall of kindergarten through spring of first grade, after controlling for IQ, mother's education, home literacy environment, entrance age, preschool experience, race, and gender. Less consistent, but significant, effects were found for general knowledge (fall of kindergarten and spring of first grade) and for mathematics (spring of kindergarten and spring of first grade). The results suggested that children who begin school with a repertoire of behaviors that are appropriate to the classroom, above and beyond other important factors such as IQ and mother's education, may be more "ready" to succeed in those school subjects receiving more emphasis in the early years. (Author/EV)

Federal Programs"--with the sections "Trickle-Down Fragmentation," "Coordination in Congress?" "Results from Other Studies," and "Something for Everyone?"; (5) "The Devil Is in the Details-Eleven Questions to Ask of Every Program or Policy Affecting Children and Youth"; and (6) "Row Less, Steer More"--with the sections "Results-Driven Experiments at the Federal, State and Local Levels-A Few Examples," "Performance Measures-Risks and Rewards," and "Possible Indicators for Youth Development." Appendix listings include Economic Consequences of Preventable Problems and the Government Performance and Results Act. (EV)

Education; Family Violence; Juvenile Gangs; Learning
Activities; *Peer Influence; *Prevention; *Problem Solving;
*Reservation American Indians; *Safety; Substance Abuse
IDENTIFIERS- Weapons

The purpose of this comic-activity book is to teach children how to be safe and how to deal with peer pressure. The book centers on the characters McGruff the Crime Dog, his nephew Scruff, and American Indian children living on a reservation. Scruff, who is a child figure, encounters situations that children may experience or worry about, involving drugs, alcohol, gangs, weapons, sexual abuse, and domestic violence. By remembering his uncle's good advice, Scruff is better able to handle such problems and help other children to do the right thing and resist peer pressure. Other activities in the book include a word game, hidden pictures, a crossword puzzle, a maze, and other problem-solving games that relate to the message in the text. (LP)

outsiders. When Dorland-Bell closed in 1942, it merged with the Asheville Farm School to become Warren Wilson College. The appendix includes acknowledgements, significant dates in the school history, a list of school staff and faculty, a list of students, and brief family histories preserved by the school. Contains references, an index, numerous photographs, school memorabilia, and old newspaper articles. (LP)

ED 412 055 RC 021 176

Parent, Family and Community Involvement. IDRA Focus.
PUB DATE- 97
NOTE- 21p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022)
DESCRIPTORS- Community Involvement; Economically Disadvantaged; Elementary Secondary Education; Family Influence; *Hispanic Americans; *Leadership Training; Mexican American Education; Outreach Programs; *Parent Empowerment; *Parent Participation; Parent Workshops; *School Community Relationship
IDENTIFIERS- Cultural Values; *Hispanic American Students; Teacher Community Relationship; *Texas

This theme issue includes six articles about nurturing parent and community involvement in schools, particularly schools serving Hispanic, immigrant, or economically disadvantaged students. "Thinking about Learning: The Community and Academic Standards" (Oanh H. Maroney, Aurelio M. Montemayor) describes a Corpus Christi (Texas) project in which workshops for parents of middle-school students increased parent awareness of academic standards and their implications and fostered parent empowerment and leadership. "Two Innovative El Paso Schools Bring Together Teachers and the Community" (Pam McCollum) describes a community event in which parents and teachers walked through El Paso (Texas) neighborhoods and shared a lunch, thereby increasing teacher-community interaction and teacher awareness of their students' background. "School Improvement, Parent Involvement and Prevention" (Dorothy L. Knight, Joseph L. Vigil) discusses strategies to involve parents and communities in school improvement initiatives, particularly violence and drug abuse prevention programs. "What It Means To Be 'Una Persona Educada'" (Carmen Prieto Cortez) discusses the devastating effects of poverty on Hispanic student outcomes and how such effects are prevented by traditional Hispanic cultural values: dignity, respect, trust, and love. "The Nurturing of Parent Leadership" (Aurelio M. Montemayor) describes the development of a Texas network of limited-English-proficient or economically disadvantaged parents through a four-stage model involving parents as teachers, resources, decision makers, and peer trainers. "Parents Speak Out: Quality Education for All Children" includes an excerpt of parent interviews about the education of immigrant children and bilingual education. Includes addresses of 29 World Wide Web sites for parent, family, and community involvement. (SV) they can have either a positive or a negative effect on their environment. The following bibliography was compiled from articles and dissertations on environmental education and children's awareness, attitudes, and perceptions of the natural environment. Citations were retrieved from searches of Ecology Abstracts, ERIC, Dissertation Abstracts, General Science Index, and PsycLIT using online or CD-ROM databases. Topics covered include curriculum development, promoting ecological awareness in young children, development of tests for environmental attitudes, summer nature camps, learning opportunities in nearby natural resource areas, field trips to public gardens, children's experiences with vegetation on school grounds, inner-city attitudes, rural attitudes, and waste management. Contains 67 references. (PVD)

ED 412 076   SE 060 573

Midgley, Christine, Ed.
The Annual Review of Environmental Education 1995, No. 7.
PUB DATE- 96
NOTE- 29p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials (070)
DESCRIPTORS- Ecology; Educational Change; Elementary Secondary Education; *Environmental Education; Foreign Countries; Futures (of Society); *Science and Society; Science Curriculum; *Sustainable Development
IDENTIFIERS- Great Britain

The Council for Environmental Education (CEE) publishes this annual review that reflects the changes that have brought environmental education in from the fringes and now attracts considerable political and educational attention. This edition brings together a selection of important statements by leading public figures and other papers and articles which reflect key developments of the period. Six articles related to the boom time in environmental education, the transition to education of sustainability, and strategies used by Scotland in instituting change in environmental education policies are included. Articles include: "Boom Time for Environmental Education?" (John Baine); "Education for the Sustainability Transition" (Timothy O'Riordan); "Facilitating an Environmental Approach To Education" (Baroness David); "Education for Sustainability" (Crispin Tickell); "Call to Action" (Peter Smith); and "Education or Catastrophe? Scottish Strategy Throws Down the Challenge" (Mark Wells). (DDR) not report the kinds of learning outcomes that the structured active learning group reports, further study is needed to be sure that the findings are reliable. (DDR)

ED 412 098 SE 060 615

Millar, Susan B.; Kosciuk, Steve; Penberthy, Debra; Wright, John C.
Faculty Assessment of the Effects of a Freshman Chemistry Course.
SPONS. AGENCY- National Science Foundation, Arlington, VA.; Advanced Research Projects Agency (DOD), Washington, DC.
PUB DATE- 95
NOTE- 8p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Active Learning; *Chemistry; *College Science; Course Content; *Curriculum Evaluation; Educational Innovation; Educational Strategies; Engineering Education; Higher Education; Science Curriculum; Surveys; Undergraduate Study
IDENTIFIERS- University of Wisconsin Madison

This paper reports on a unique assessment of a structured active learning approach to a freshman chemistry course. Faculty members (N=25) from 11 departments outside the chemistry department served as assessors interviewing approximately 200 students from the experimental and a comparison version of the course. The experimental section of the course, characterized by a structured active learning approach, includes specific strategies such as an absolute grading scale, open-ended laboratory projects, and a variety of interactive lecture techniques. Two specific conclusions can be drawn from this study: (1) there are a number of longitudinal effects of structured active learning; and (2) although it is possible to assert that the comparison group does not report the kinds of learning outcomes that the structured active learning students report, further study is needed to be sure that the findings are reliable. (DDR)

benefits of partnering for the resource professionals are unknown. This qualitative study explored how the skills and competencies identified as "essential" in the workplace were impacted for resource professionals engaged in partnerships. The results of the interviews suggest that professional development did indeed occur for natural resource professionals as a result of participating in active partnerships with elementary school teachers. Professional development was greatest in subcategories related to social interactions such as interpersonal skills, personal qualities, thinking and basic skills, and managing resources and information. These enhanced job-related skills and competencies led to resource professionals who perform their jobs with more confidence and initiative, greater thinking and reflective abilities, and more enthusiasm and a greater sense of purpose. Resource professionals were also made more aware of what the agency had to offer to the public. They came to value the education/public service mission of the agency more highly, especially service to children. Contains 12 references. (Author/PVD)

reach their own conclusions, and defend their own viewpoints. (TSV)

ED 412 140 SO 026 819

Nappi, Andrew T., Ed.
Economic Education Experiences of Enterprising Teachers. Volume 30.
PUB DATE- 93
NOTE- 171p.; For related documents, see SO 026 820, ED 218 184, ED 235 087, and ED 244 865. "Developed by the National Council on Economic Education from the 1991-1992 entries in the 30th Annual National Awards for Teaching Economics, sponsored by the International Paper Company Foundation."
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Economics; *Economics Education; Elementary Secondary Education; Instructional Materials; Social Studies; Teaching Methods

This book describes award-winning teacher-developed projects and courses in economics. The reports are condensed versions of the original projects and are divided into grade levels. Primary Level includes: "Peanut Economics" (Janet Lancaster; Dena L. Meade); "Consumer Education Circus" (Pearl Eloshway; Linda McGeehan); "Critter Cards" (Joyce G. Beattie; Sue Hatton; Pamela Clark); "Harrisonburg Moneyopoly" (Barbara Borntrager). Intermediate Level includes: "Look, Mom! I'm a Million Dollar Student!" (Patricia T. McMillion); "Economics from the Cradle" (Linda K. Parker; Patti L. Reynolds); "Card Connection: A Business for Children" (Roberta E. Maselow); "Cookonomics: Catering with 'Class'" (Greta Howell). Junior High Level includes: "Once Upon a Wall Street Dreary, Economics Made Me Cheery" (Sheryl Szot Gallaher); "The Economics of Clean Air: Clean Air for Sale" (John R. Joachim); "Mind Your Own Business: Economics and Entrepreneurship" (Glenda H. Wills); "The United States Gets a New Form of Government and a Tariff, Too!" (Thomas H. Wessling). Senior High Level includes: "Brother, Can You Spare a Ruble? Or Should the U.S. Invest in the U.S.S.R?" (Wanda J. Calloway); "Let Them Eat Cake!" (Deborah P. Berry); "What's Cookin' in Evening Shade? A Pot of Profit" (Lita N. King; Julie A. Johnson). The Open Category includes: "Parties Are Really Terrific Instruments for Economic Studies" (Sally S. Beard; Peggy S. Hill; Gary L. Moore); "Schools and Progress Are at the Crossroads: The Voters Hold the Key to Our Education and Economic Future" (Florence B. Smith); "Have a Heart Candy Shop" (Diane L. Scheuerer); "Exploring Economics All Year Long" (Emily Wood). (EH)

NOTE- 315p.
LANGUAGE- English
EDRS Price- MF01/PC13 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Curriculum Guides; Elementary Secondary Education; Fused Curriculum; *Integrated Activities; *Integrated Curriculum; Interdisciplinary Approach; State Curriculum Guides; *State Standards; Unified Studies Curriculum
IDENTIFIERS- Pennsylvania

This compendium of information and resources can be used as guide to those interested in curriculum integration as an effort toward school reform. The compendium summarizes the work of the Keystone Integrated Framework Project. It also provides information to those who wish to explore the possibilities of curriculum integration in their own schools. the book is divided into four sections. Section 1, "Framework," provides prefatory information, an abstract, history and overview of the project. Section 2, "Implementation," contains a summary of a self-evaluation from the sites conducted at the halfway point of their first year. Section 3, "Partnerships and Pilot Sites," tells the story of each site from the perspective of the team members themselves. Section 4, "Strategies," includes two booklets, "Instructional Strategies for Developing a Framework for an Integrated Curriculum" and "Assessment Strategies for Curriculum Integration". (EH) were given 20 hours of training in the application of MLE criteria during their first year at NIE. Graduate teacher trainees were posted for about 10 weeks of teaching practice (practicum) in several primary and secondary schools. Anecdotal records, videotapes of MLE lessons and a reflective rating scale were used. Most participants reported that they would continue to use MLE procedures even after graduation; some suggested that in-service training would facilitate proper implementation of the program. (Contains 10 references.) (LH)

ED 412 184   SP 037 554

Nagel, Nancy G.
Authentic Learning/Authentic Assessment: Let's Begin with
  Tomorrow's Teachers.
PUB DATE- 93
NOTE- 11p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- Elementary Secondary Education; Higher Education;
  Lesson Plans; *Performance Based Assessment; Preservice Teacher
  Education; *State Standards; *Student Teacher Evaluation;
  Student Teachers; Student Teaching; *Teacher Certification
IDENTIFIERS- *Authentic Assessment; *Oregon

The Oregon Legislature and Teacher Standards and Practices Commission has developed standards for future teachers requiring demonstration of the ability to plan, teach, and assess pupil learning in a classroom setting. The work sample consists of a series of related lessons drawn from the school curriculum where the preservice teachers are teaching. Each work sample contains: goals for a study unit; instructional plans for each lesson; information about students' knowledge and skills prior to instruction; data on learning gains resulting from instruction; interpretation and explanation of learning gains or lack thereof; and description of uses to be made of the findings on learning gains in planning further instruction and in reporting pupil progress. In contrast to developing a traditional lesson plan or unit for a hypothetical class, the work sample requires the preservice teacher to prepare and teach a unit to a specific group of students while modifying the program to meet the needs of these students. Student teachers, cooperating teachers, school administrators, and teacher educators have appreciated the value of the work sample process although all have been concerned with the amount of time required to prepare the work sample. The Teacher Standards and Practices Commission now requires two work samples prior to initial licensure. (LH)

Adolescents; Educational Strategies; Intermediate Grades;
Junior High Schools; Middle Schools; Performance Based
Assessment; Questioning Techniques; Student Improvement;
*Student Motivation; Teaching Guides; *Teaching Methods; Theory
Practice Relationship; *Thinking Skills
IDENTIFIERS- *Middle School Students; *Middle School Teachers

Each of the seven chapters in this guide presents current research with practical applications for the middle-level teacher and integrates these instructional approaches with the developmental needs of the young adolescent. After a foreword by David H. Reilly, chapter 1 provides a general overview of current cognitive research and its implications. Chapter 2 describes the foundations of a classroom climate "safe" for young adolescent thinking. Chapter 3 focuses on the cognitive development of the young adolescent with application of recent findings from brain research. Chapter 4 deals with inquiry-based instruction and includes specific teacher questioning strategies that challenge both the level and depth of student thinking. Chapter 5 presents strategies for determining when students responses reflect improved reasoning skills and better logic, motivating students to become evaluators of their own intellectual maturation, and evaluating performance. Chapter 6 looks at instructional methods, writing and reading responses, technology, and community action projects, and offers suggestions for student products and performance. Chapter 7 projects the direction of middle-level education in light of cognitive science and the thrust for more meaningful instruction and learning. (Contains 92 references.) (ND)

District Teacher Evaluation Programs: Analyses of 14 Cases.
PUB DATE- 97
NOTE- 34p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- Case Studies; *Educational Policy; Educational Practices; Evaluation Methods; *Professional Development; Program Implementation; Rural Schools; *School Districts; *Standards; State Programs; Suburban Schools; *Teacher Evaluation; Urban Schools
IDENTIFIERS- Connecticut; Louisiana; Personnel Evaluation Standards (Stufflebeam)

Local school district teacher evaluation plans, processes, and procedures were studied to determine whether they measure up to the criteria outlined by D. Stufflebeam's "Personnel Evaluation Standards" (1988). The applicability and interpretability of the "Standards" across 14 actual cases from local school districts in Connecticut were analyzed, and these results were compared to those from a previous study of teacher evaluation in Louisiana. The focus was on Connecticut's teacher evaluation cycle as implemented in different districts. Key features of the cycle include appraisal, support, and plans for continued professional growth. Previous study of the System for Teaching and Learning Assessment and Review (STAR) in Louisiana described it as a system that includes a student learning-centered focus that is in contrast to the Connecticut Competency Instrument, a classroom observation system based on the process-product literature of the 1980s. The 14 Connecticut examples included 2 urban, 8 suburban, and 4 rural school districts. Case analysts, 14 Connecticut teachers and administrators, used the categories from the "Standards" (propriety, utility, feasibility, and accuracy) to guide their analyses. Results suggest that Connecticut districts are beginning to consider and implement written policy and procedures for decision making in evaluation, although evaluations as carried out were not fully consistent with the state's declared objectives. However, the analyses do indicate that the "Standards" can be used to outline weaknesses and suggest improvements in local district teacher evaluation programs. Appendixes describe Connecticut's teacher evaluation cycle, the "Personnel Evaluation Standards," and the components of a standard as outlined by D. Stufflebeam (1988). (Contains 3 tables and 11 references.) (SLD)

support comes from journal data. These results add to the body of knowledge about effective supervisory processes. An appendix lists themes for support and challenge dialogues. (Contains two tables.) (SLD)

ED 412 243 TM 027 492

Spagnolo, Joseph A.
Perspectives on Standard Setting from a Policy Makers Point of View.
PUB DATE- 97
NOTE- 9p.; Paper presented at the Annual Meeting of the American Educational Research Association (Chicago, IL, March 24-28, 1997).
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120),Speeches, Conference Papers, "Papers Presented at..." (150)
DESCRIPTORS- *Administrator Role; Educational Policy; *Educational Research; Educational Technology; Elementary Secondary Education; *Policy Formation; Public Opinion; Public Policy; *Research Utilization; *Standards; State Programs; Superintendents; Test Use; Testing Programs
IDENTIFIERS- *Illinois; Stakeholders; *Standard Setting

A state superintendent of education discusses standards from the point of view of a policymaker, acknowledging both educational and political elements. The objective for the policymaker is to take the work of researchers and educational theorists and make it something that practitioners and ultimately the public can understand. The first thing is to avoid the esoteric so that public support can be built. Second, the policymaker needs to make sure that the standards are simply and clearly stated. A third recommendation for the standard setting process is to turn the responsibility for solving difficult problems over to the people who actually are closest to the problem. Involving those who are most likely to oppose proposed standards is, in the long run, the practical thing to do. The experience of Illinois shows the importance of stakeholder involvement. Quality assurance, the place of educational technology, and the uses of assessment are considerations the person responsible for implementing standards cannot ignore. In the final analysis, nothing can be accomplished without the resources to change approaches to teaching and learning. (SLD)

IDENTIFIERS- *Averaging (Mathematics)

Two studies are reported that explore the effectiveness of instruction in promoting students' conceptual understanding of the average concept using a leveling model and an open-ended problem-solving approach. One teacher and her 46 sixth-grade students participated in the first study. One year later, the second study was conducted with the same teacher, but with 42 different sixth graders. For both studies, pretests and posttests were used to examine the instructional impact on students' understanding of the concept of averaging. Tests in the second study were more comprehensive than those in the first study. The second study also documented lessons on teaching averaging. The teacher was provided with comprehensive inservice training on the mathematical content and pedagogical knowledge of arithmetic average, on the use of manipulative activities to introduce the averaging concept informally, and on how to make a transition to the use of a formal averaging algorithm to solve problems. Results of the studies show that from pretest to posttest, the students became more capable of applying the averaging algorithm to solve problems, as evidenced by increases in the number of correct answers and in the number of appropriate strategies, as well as by increases in the number and quality of the explanations of their solution processes. In addition, the results of the second study show that students were able to use their knowledge of averaging to solve novel problems. An analysis of the teacher's instruction revealed that the use of the leveling model in conjunction with an open-ended problem-solving approach mediated students' mathematical and statistical understanding of the averaging concept. Findings suggest that teachers' success in teaching with understanding is dependent on the encouragement and support they receive as they begin to change their approach to teaching. The collaboration of university professors and school teachers over extended periods of time is a possible way to help change occur. (Contains 2 figures, 5 tables, and 16 references.) (Author/SLD) and guidance for users of the Household and Library public release data file of the NHES:96. It contains a description of the Household and Library data file and a discussion of data considerations and anomalies. The file contains data from all 55,708 completed screener and Household and Library interviews. There are 3 records for each interview, so that the file contains 167,124 records. Data items are listed in the file in the following order: (1) system variables; (2) household member variables; (3) public library use variables; (4) household characteristics; (5) household membership variables; (6) derived variables; (7) weighting and variance estimation variables; and (8) imputation flag variables. Included as four appendixes are the public file layout, the Statistical Analysis System code for creating derived variables, the codebook for the file, and directions and sample code for linking NHES:96 files. Volume II is meant to be read in conjunction with Volume I, which provides an overview of NHES:96 methodology. (SLD)

Evaluation; Urban Problems; *Youth Programs
IDENTIFIERS- ERIC Digests; *Impact Evaluation

This digest examines features of both process and impact evaluations to help officials of youth programs assess the programs for which they are responsible. With proper planning, evaluation can be part of a program without having to compete for attention and resources with the services the program is trying to provide. A process evaluation examines the design, implementation, and content of a program and its data collection, analysis, and reporting activities. It is a management tool that can be used more than once, especially to see if a program is drifting away from its usual intent. Impact evaluation measures how the program has affected its participants. Youth outcomes are judged and their significance is evaluated through comparisons with nonparticipants or with participating youth with different characteristics. Even though most youth programs are small, local, and service-driven, program staff can take some simple actions to obtain data about the program to end up with useable data for evaluation. (SLD)

ED 412 298 UD 031 827

Coatsworth, J. Douglas; Szapocznik, Jose; Kurtines, William; Santisteban, Daniel A.
Culturally Competent Psychosocial Interventions with Antisocial Problem Behavior in Hispanic Youth.
SPONS. AGENCY- National Inst. of Mental Health (DHHS), Bethesda, Md.; National Inst. on Drug Abuse (DHHS/PHS), Rockville, Md.; Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.; Administration for Children, Youth, and Families (DHHS), Washington, DC.
PUB DATE- 97
NOTE- 36p.; In press: as a chapter in "Handbook of Antisocial Behavior," D. M. Stoff, J. Breiling, and J. D. Maser, Eds. John Wiley and Sons, New York (in press).
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Acculturation; *Adolescents; *Antisocial Behavior; *Behavior Problems; Cultural Relevance; Disadvantaged Youth; *Family Programs; *Hispanic Americans; *Intervention; Program Development; Program Effectiveness; Therapy; Urban Youth
IDENTIFIERS- *Cultural Competence; Structural Family Theory

This paper provides the results of a review of the empirical literature on interventions with antisocial problem behavior Hispanic youth. It explores the process of developing and evaluating culturally competent interventions. A review of a number of interventions, focusing on three in particular, suggests that cultural conflict is at the root of symptomatic behavior among Hispanic children and adolescents. A major program of research has been conducted by researchers from the Spanish Family Guidance Center/Center for Family Studies at the University of Miami (Florida). This center has been working toward appropriate interventions with Hispanic children and adolescents since 1972. As part of this effort, researchers at this center have studied the strains of acculturation. Results of studies at the University of Miami have suggested that structural family therapy is well suited for treating intergenerational and intercultural problems. The Center has developed Bicultural Effectiveness Training to enhance bicultural competence and family functioning, and this training has been an element in the development of Strategic Structural Systems Engagement to restructure patterns of family functioning. Evaluations have supported this approach and are serving as a basis for more refined interventions with a cultural competence focus. (Contains 55 references.) (SLD)

ED 412 299 UD 031 828

Santisteban, Daniel A.; Coatsworth, J. Douglas; Perez-Vidal, Angel; Mitrani, Victoria; Jean-Gilles, Michele; Szapocnik, Jose
Brief Structural/Strategic Family Therapy with African American and Hispanic High Risk Youth.
SPONS. AGENCY- Substance Abuse and Mental Health Services Administration (DHHS/PHS), Rockville, MD. Center for Substance Abuse Prevention.
PUB DATE- 97
NOTE- 42p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Adolescents; Behavior Problems; *Blacks; *Drug Use;

ED 412 318 UD 031 943

Cole, Melanie; Marvis, Barbara J.; Menard, Valerie
Famous People of Hispanic Heritage. Contemporary American Success Stories, Volume IX. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 97
NOTE- 96p.; Introduction by Kathy Escamilla. For volumes 7-9, see UD 031 941-943.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Achievement; Biographies; Childrens Literature; *Cultural Awareness; Elementary Secondary Education; Ethnic Groups; Hispanic American Culture; *Hispanic Americans; *Immigrants; Life Events; Profiles; *Spanish Speaking
IDENTIFIERS- *Latinos

Biographies in this series represent the diversity of Hispanic heritage in the United States. Those featured are contemporary figures whose national origins range from Argentina to the United States, and whose careers and contributions cover many aspects of American life. Each person profiled is a positive role model, not only for people of Hispanic origin, but for anyone. This volume includes biographical sketches of the following: (1) Roy Benevidez, Master Sergeant in the Special Forces and Medal of Honor recipient; (2) Isabel Allende, journalist and novelist; (3) Oscar de la Hoya, boxer; and (4) Jackie Guerra, actress, comedienne, and advocate for social causes. All of these people, or their ancestors, came from Spanish-speaking countries. Collectively these biographies demonstrate the value of cultural pluralism and the view that the future strength of the United States lies in nurturing the diversity of its human potential rather than its uniformity. The books in this series are designed for juveniles and have an interest level equating to grades 4 to 10, and a reading level equating to grade 5. (SLD)

ED 412 319 UD 031 944

Fox, James Alan; Newman, Sanford A.
After-School Crime or After-School Programs: Tuning in to the Prime Time for Violent Juvenile Crime and Implications for National Policy. A Report to the United States Attorney General.
PUB DATE- 97
NOTE- 13p.; Report based on data compiled from the Federal Bureau of Investigation's National Incident-Based Reporting System by Melissa Sickmund, Howard N. Snyder, and Eileen Poe-Yamagata for "Juvenile Offenders and Victims: 1997 Update on Violence," National Center for Juvenile Justice.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Opinions/Personal Viewpoints/Position Papers/Essays (120)
DESCRIPTORS- After School Centers; *After School Programs; *Crime; Elementary Secondary Education; Extracurricular Activities; *Prevention; Program Implementation; School Age Day Care; *Urban Youth

New data compiled by the Federal Bureau of Investigation make it clear that the peak hours for violent juvenile crime are 3:00 p.m. to 8:00 p.m. Nearly half of all juvenile crime takes place between 2:00 p.m. and 8:00 p.m., and nearly two-thirds of all violent juvenile crime takes place between 2:00 p.m. and 11:00 p.m. In addition, in 57% of families with children under 18,

Family Programs; *High Risk Students; *Hispanic Americans; *Intervention; Prevention; Therapy
IDENTIFIERS- African Americans; *Strategic Family Therapy; *Structural Family Theory

The intervention described in this paper used Brief Strategic/Structural Family Therapy (BSFT) to reduce the likelihood that African American and Hispanic youth would initiate drug use by decreasing existing behavior problems at the individual level and improving maladaptive family functioning at the family level. The program targeted African American and Hispanic families with children aged 12 to 14 who were showing conduct problems and antisocial behavior. BSFT is based on the Structural Family Therapy work of S. Minuchin (1974) and H. Aponte and J. VanDeusen (1981). It is a flexible model with the length of the intervention tailored to the special needs of each family. The usual duration of the intervention is 12 to 16 weeks, and its core components are joining, family pattern diagnosis, and restructuring. The effectiveness of the approach was evaluated for 122 adolescents and their families. Results show that BSFT can have a powerful impact at individual and family levels. The program resulted in significant improvements on conduct disorder and socialized aggression for individuals and on an indicator of overall family functioning. BSFT appeared to have a treatment effect rather than a preventive effect. (Contains 4 figures and 32 references.) (SLD)

ED 412 300 UD 031 924

Collins, Ann; Li, Jiali
A Report of the NCCP Child Care Research Partnership. A Study of Regulated Child Care Supply in Illinois and Maryland.
SPONS. AGENCY- Administration on Children, Youth, and Families (DHHS), Washington, DC. Child Care Bureau.
PUB DATE- 97
NOTE- 33p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Census Figures; *Day Care; Day Care Centers; Day Care Effects; Economic Factors; Elementary Secondary Education; *Employed Parents; Government Role; *Labor Force; Low Income Groups; *Mothers; Poverty; State Programs; *State Regulation
IDENTIFIERS- *Illinois; *Maryland

The distribution of regulated child care within and between Maryland and Illinois was studied. "Regulated" means all center-based and regulated family child care in the two states. Census data have been linked with child care supply data available from the statewide child care resource and referral networks. It has not been possible to incorporate data from unregulated care, including care by relatives and unregulated providers, into these analyses. This report, which is the first prepared by one of three child care research partnerships funded by the Administration for Children and Families, is an important first step in understanding how child care supply and prices vary by basic community characteristics. In April 1996, there were 15,776 regulated family and center-based programs in Maryland and 13,240 in Illinois. There are significant differences in the regulation of child care in the two states, but overall, Maryland has more regulated child care, and fewer center-based programs than Illinois. In Maryland, supply of regulated child care generally increases with increased female labor force participation. The same is generally true in Illinois, although there appears to be no relationship between female labor force juveniles lack full-time parental supervision. This report focuses on days when school is in session, the days when after-school programs could have a major impact on youth activity during the prime time juvenile crime hours. If there were quality after-school programs available, crime could be reduced dramatically while students could develop values and skills they need to become good neighbors and responsible adults. After-school programs provide responsible adult supervision, constructive activities, and insulation from harmful peer pressures during high-risk hours. Research has demonstrated the value of after-school programs. Their "safe haven" and control features could have a large crime reduction impact. An appendix summarizes the data on crime occurrence. (Contains four graphs.) (SLD)

ED 412 320   UD 031 945

Hanks, Dorothy B.
School Choice Programs: What's Happening in the States, 1997.
PUB DATE- 97
NOTE- 93p.; For the 1995 edition, see ED 411 330.
LANGUAGE- English
EDRS Price- MF01/PC04 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Charter Schools; *Educational Vouchers; Elementary Secondary Education; Free Choice Transfer Programs; Minority Groups; Nontraditional Education; Private School Aid; *School Choice; School Restructuring; State Legislation; *State Programs; Tax Credits; Tuition; *Urban Schools

In 1996, many states took action to give parents greater control over the education of their children. Many local school boards adopted initiatives to give parents educational choice and the ability to use vouchers to help pay tuition costs at schools of their choice. Over 200 new charter schools opened in 17 states, and an additional 6 states and the District of Columbia enacted charter school laws. As the news about school choice spread, 43 of the nation's governors supported some type of choice in education in 1996. In addition, advocates of publicly funded voucher programs praised the results of two studies of the efficacy of the Milwaukee (Wisconsin) school choice plan. It is probable that 1996 will prove to be the year that paved the way for advances in school choice in 1997 and beyond. This report presents state-by-state analyses that provide snapshots of the status of each state's progress toward school choice and charter schools through December 1996. The state profiles include average enrollments, per pupil expenditures, pupil/teacher ratios, graduation rates, and academic and college test score rankings. Each summary contains information on the state's education statistics, an overview of its educational reform efforts, and an analysis of recent developments in school choice and charter schools, as well as a review of the governor's position on market-based reforms and a list of state and local contacts. (SLD)

ED 412 321   UD 031 946

Frieman, Barry B.; Watson-Thompson, Ocie
Telling Their Stories: African-American Parents Talk to White Teachers.
PUB DATE- 97
NOTE- 16p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)

participation and the distribution of center-based child care. In Maryland, but not in Illinois, the supply of regulated child care decreases with increases in the near poverty rate in Maryland. This research makes it clear that comparing differences in child care supply is a useful context-building exercise for policy formation. Additional analyses needed for policy formation are discussed. (Contains 17 figures and 2 tables.) (SLD)

ED 412 301 UD 031 925

Houck, Terri
Alternative Education Programs in Pennsylvania. A Continuum of Services for Students.
PUB DATE- 97
NOTE- 123p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reference Materials - Directories/Catalogs (132),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Agency Cooperation; Agenda Setting; *Assistant Principals; *Disadvantaged Youth; *Discipline; Educational Innovation; Elementary Secondary Education; *High Risk Students; Models; *Nontraditional Education; Program Descriptions; School Districts; State Programs
IDENTIFIERS- *Disruptive Behavior; *Pennsylvania

Alternative education programs for disruptive and at-risk students in Pennsylvania were studied to determine the characteristics that make such programs successful. This report presents the results of the analysis and lists model programs and other operating programs in Pennsylvania. Suspension and expulsion are stopgap solutions that relieve the immediate problem by removing the disruptive student from the classroom, but they are no substitute for alternatives that enable these students to complete their educations. A survey completed by 259 assistant principals in Pennsylvania and a review of the alternative education programs submitted by school districts and private agencies resulted in the selection of model programs in five categories: (1) addressing needs of disruptive students; (2) involving other agencies in a collaborative effort; (3) providing academic skills and behavior management; (4) involving parents or guardians; and (5) offering transitions to regular classrooms. Descriptions of the 5 model programs and the 60 other programs submitted for consideration are used to form a directory of alternative education available in Pennsylvania. Study of these programs leads to the recommendation that both rehabilitation and the need for punitive measures must be addressed, and that the role of the assistant principal must be recognized. Assistant principals need more discipline alternatives and more supportive regulations, especially the flexibility to deal with special education students as needed. The State Department of Education must provide leadership to move alternative programs for disruptive students to the top of the educational priority list. An appendix contains the survey report and supporting documents for the study, including state law and regulations. (SLD)

ED 412 302 UD 031 926

Pritchard, Ivor
Judging Standards in Standards-Based Reform.
SPONS. AGENCY- Pew Charitable Trusts, Philadelphia, PA.; John D. and Catherine T. MacArthur Foundation, Chicago, IL.; Carnegie

DESCRIPTORS- Black History; *Blacks; *Cultural Awareness; Elementary Education; *Elementary School Students; Focus Groups; Parent Attitudes; *Parents; Partnerships in Education; Teacher Attitudes; Teacher Education; *Teacher Expectations of Students; Teacher Student Relationship; Urban Education; *Urban Schools

IDENTIFIERS- African Americans; *Baltimore City Public Schools MD

African-American parents whose children attended 12 different Baltimore City Public Schools (Maryland) made it clear while participating in a focus group that white teachers have a lot to learn about teaching their children. Forty-three parents whose children were involved in an enrichment program at an urban community college emphasized that they want teachers to come into the classroom with a belief that their children can learn. Parents pointed out that life is different in the inner city, and that teachers would be more helpful if they knew more about the political and economic conditions in the child's community. They also want teachers to understand African-American history and culture, as well as how best to teach their children. Finally, these parents want teachers to see their children as unique people and know that parents are willing to be partners in the education of their children. (Contains 15 references.) (Author/SLD)

ED 412 322 UD 031 947

Mac Iver, Douglas J.; Plank, Stephen B.; Balfanz, Robert

Working Together To Become Proficient Readers. Early Impact of the Talent Development Middle School's Student Team Literature Program. Report No. 15.

SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.; Carnegie Corp. of New York, NY.

PUB DATE- 97

NOTE- 38p.

LANGUAGE- English

EDRS Price- MF01/PC02 Plus Postage.

PUB TYPE- Reports - Evaluative/Feasibility (142)

DESCRIPTORS- Curriculum; Disadvantaged Youth; *Educational Change; *Helping Relationship; Intermediate Grades; Junior High Schools; *Literature; Mentors; *Middle Schools; Peer Relationship; Reading Achievement; Reading Comprehension; *Reading Programs; School Restructuring; Teaching Methods; Urban Schools

IDENTIFIERS- Hierarchical Linear Modeling

The Talent Development Model of Middle School Reform includes a "Student Team Literature" (STL) program that relies on: (1) curricular materials designed to assist students to study great literature; (2) recommended instructional practices, peer assistance processes, and assessments; and (3) staff development, mentoring, and advising to support the curricular and instructional reforms. In February of 1995, Central East Middle School in Philadelphia (Pennsylvania) became the United States' first school to adopt the Talent Development Model. Data on students' prior reading achievement, achievement after the first year of implementation, and the frequency of peer assistance were collected in 21 STL classes and in 25 comparison classes in a closely matched control school. Hierarchical linear modeling analyses that controlled for prior reading achievement reveal that students in STL classes display significantly better reading comprehension after the first year of implementation (effect size = .51). Although the impact of participating in STL on students' reading comprehension is sizable for students across the entire prior achievement spectrum, students with the strongest prior reading skills

Corp. of New York, NY.
PUB DATE- 96
NOTE- 26p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Criteria; Decision Making; *Educational Change; Educational Practices; Elementary Secondary Education; *Expectation; Learning; *Policy Formation; *Public Schools; *Standards
IDENTIFIERS- *Reform Efforts; Subject Content Knowledge

In 1995, the Council for Basic Education initiated the Standards for Excellence in Education (SEE) project, a multiyear effort to provide parents, educators, and the general public with better means to use standards to improve public education. This issue of "Perspective" tries to provide a coherent way to think about issues and questions related to standards-based education reform, focusing on developing the standards educators and the public use to identify what students should learn. Content standards criteria are grouped into three broad areas. The first is that content standards should be meaningful. They must capture the major concepts and knowledge that give the subject its coherence, and they must provide guidance to address problems or questions in that subject. A second criterion area is that standards must be legitimate. They must be a justifiable set of expectations that the public and schools are entitled to demand students meet. A final requirement is that standards must contribute to practical reform. They must be clearly understandable and must promote learning and policy formation. Standards-based reform must guide decisions about how well the educational system is doing and what resources, policies, and other changes are needed. (SLD)

ED 412 303 UD 031 927

McLaughlin, Karen A.; Brilliant, Kelly J.
Healing the Hate. A National Bias Crime Prevention Curriculum for Middle Schools.
SPONS. AGENCY- Department of Justice, Washington, DC. Office of Juvenile Justice and Delinquency Prevention.
PUB DATE- 97
NOTE- 225p.
LANGUAGE- English
EDRS Price- MF01/PC09 Plus Postage.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Classroom Use - Teaching Guides (For Teacher) (052)
DESCRIPTORS- Cooperative Learning; Critical Thinking; *Curriculum; Early Intervention; Intermediate Grades; Junior High Schools; Mass Media Effects; *Middle Schools; Pilot Projects; *Prevention; *Racial Relations; School Safety; *Social Bias; Student Journals; Teaching Guides; Teaching Methods; *Violence
IDENTIFIERS- *Hate Crime; Middle School Students

This curriculum was designed for teachers in middle grades and for other professionals working with youth. It deals with the extent of hate crime in the United States and strategies that are proving effective in reducing hate crimes among youth. The curriculum was pilot tested in middle schools in Massachusetts and Florida and a Catholic school in New York City. It reflects the principles that violence and prejudice are preventable, that early intervention is key, and that empathy building, cooperative learning and critical thinking, and social responsibility can be taught. The curriculum is composed of 10 especially benefited. In addition, peer assistance was more frequent and productive in STL classes than in comparison classes. An appendix contains the student evaluation questionnaire items. (Contains 4 tables, 7 figures, and 47 references.) (Author/SLD)

ED 412 323 UD 031 948

Madden, Nancy A.; Slavin, Robert E.; Simons, Kathleen
MathWings. Early Indicators of Effectiveness. Report No. 17.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97
NOTE- 59p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Constructivism (Learning); *Disadvantaged Youth; Educational Change; Elementary Education; *Elementary School Students; Mathematics Achievement; *Mathematics Instruction; Poverty; Program Evaluation; Rural Schools; *Teaching Methods; Urban Schools
IDENTIFIERS- California Test of Basic Skills; Maryland School Performance Assessment System; National Council of Teachers of Mathematics; New American Schools

Constructivist approaches to mathematics instruction based on the standards of the National Council of Teachers of Mathematics (NCTM) have been widely advocated and are expanding in use. However, many educators express a need for constructivist approaches that provide specific student materials, assessments, teachers' manuals, professional development, and other supports to enable a broad range of teachers to succeed with a broad range of children. MathWings, part of a comprehensive school reform effort funded by New American Schools, was designed to accomplish this goal. In grades 3 through 5, MathWings provides a practical, comprehensive approach based on the NCTM standards. Three evaluations have examined the impact of MathWings. One, involving four rural Maryland schools, found substantially greater gains on the mathematics sections of the Maryland School Performance Assessment Program for MathWings students than for the rest of the state. The four pilot schools, which were more impoverished than schools in the state as a whole, started far below state averages, but ended up above the state average. The second study, in one urban school in San Antonio (Texas), also found substantial gains on the Texas Assessment of Academic Skills math scale in grades 3 through 5 from the year before the program began to the end of the first implementation year. The third study found substantial gains on the California Test of Basic Skills mathematics concepts and applications scale for grades 4 and 5, but not 3, in a Palm Beach County (Florida) school. An appendix contains sample MathWings curriculum and assessment materials. (Contains 4 figures and 21 references.) (Author/SLD)

ED 412 324 UD 031 949

Cooper, Robert; Slavin, Robert E.; Madden, Nancy A.
Success for All: Exploring the Technical, Normative, Political, and Socio-Cultural Dimensions of Scaling Up. Report No. 16.
SPONS. AGENCY- Office of Educational Research and Improvement (ED), Washington, DC.
PUB DATE- 97

units, each of which contains one or more lessons, with the lesson time, its purpose and specific objectives, instructions for preparation, and lesson activities. Unit titles are: (1) "Hate Crime: Who Are Its Victims? Who Are Its Perpetrators?"; (2) "The Power of the Pen: The Journal's Place in the History of Hate Crimes and the Purpose of Student Journal Writing"; (3) "Hate Crime Perpetrators: Why Do They Do It?"; (4) "Turning It On: Examining the Media's Role in the Development of Prejudice"; (5) "What Can We Do? Coalition Building To Promote Social Change"; (6) "Why Differences Divide: Understanding Conflict and the Role of Aggressors, Victims, and Bystanders"; (7) "How It Happens: The Development of Prejudice and Intolerance"; (8) "Seeing the Big Picture: Institutionalized Racism"; (9) "Acting Together for Change: A Dramatic Presentation on Hate Crime"; and (10) "What We Did: Sharing Our Community Project." Students develop projects to reduce prejudice and hate at the local level and then share them with the class in this unit. (SLD)

ED 412 304 UD 031 928

Thornberry, Terence P.; Burch, James H., II
Gang Members and Delinquent Behavior.
PUB DATE- 97
NOTE- 7p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Collected Works - Serials (022),Reports - Research/Technical (143)
DESCRIPTORS- *Delinquency; Intervention; *Junior High School Students; Junior High Schools; *Juvenile Gangs; Juvenile Justice; Models; *Outreach Programs; *Peer Groups; Program Development; Urban Areas; Urban Youth; Violence; *Youth Clubs
IDENTIFIERS- *Rochester City School District NY

Teams at several universities collaborated in studies of the Causes and Correlates of Delinquency program in three cities. This bulletin presents the findings from the Rochester (New York) Youth Development Study (RYDS) concerning the contributions of youth gang membership to delinquency. The RYDS started with a sample of 1,000 boys and girls in the 7th and 8th grades of the Rochester public schools. The sample included more youth from high-crime areas and fewer from low-crime areas. About 30% of the youth in the study reported being a member of a street gang at some point. Results clearly indicate that gang members were responsible for most of the delinquent acts reported. Although gang members were only one-third of the RYDS respondents, they were responsible for 86% of the serious delinquent acts, 69% of the violent acts, and 70% of the drug sales. These findings underline the importance of establishing effective intervention programs for gang-involved youth. The Office of Juvenile Justice and Delinquency Prevention (OJJDP) implemented a comprehensive response to gangs in 1994, with initiatives that include the identification of promising programs to reduce gang involvement. The Boys & Girls Clubs of America's Gang Prevention through Targeted Outreach program is an example of a gang reduction effort that is succeeding by recruiting youth into youth clubs in a nonstigmatizing way. Building its programs on a solid base of empirical research enables the OJJDP to plan multifaceted responses to youth gangs. (Contains 10 references.) (SLD)

ED 412 305 UD 031 930

Brotherton, David C.

NOTE- 28p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Disadvantaged Youth; *Educational Change; Elementary Education; Norms; Political Influences; Program Effectiveness; Program Evaluation; Program Implementation; *School Restructuring; Sociocultural Patterns; Surveys; *Teachers; *Urban Schools
IDENTIFIERS- Reform Efforts; *Success for All Program

This report explores the technical, political, and socio-cultural dimensions of the scaling up process of Success for All (SFA), one of the nation's most successful and extensively researched whole-school change models. SFA, a reform effort aimed at elementary schools serving disadvantaged children, is currently being implemented in over 475 schools. Data for this report, developed through qualitative and quantitative methods, come from a stratified sample of over 300 SFA schools across the country. Survey data were collected from approximately 325 educators. This research suggests that fundamental change in schools occurs and is sustained when the technical, normative, political, and socio-cultural dimensions of schooling are given thoughtful and serious consideration throughout the implementation process. Schools implementing SFA that report success in improving educational outcomes for their students explicitly demonstrate willingness and ability to confront the challenges that are inherent in the change process. Exploring school change from multiple conceptual lenses deepens our understanding of the structures, strategies, practices, and relationships associated with fundamental change in schools. As schools prepare for the next millennium, it is essential that new reform strategies be comprehensive and able to change the organization and operation of schools fundamentally. (Contains seven references.) (Author/SLD)

ED 412 325 UD 031 950

Ginsberg, Margery B.; Johnson, Joseph F., Jr.; Moffett, Ceryelle A.
Educators Supporting Educators: A Guide to Organizing School Support Teams.
PUB DATE- 97
NOTE- 160p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Collegiality; *Compensatory Education; *Disadvantaged Youth; Elementary Secondary Education; *Federal Legislation; Poverty; *Professional Development; Program Implementation; Teamwork
IDENTIFIERS- *Education Consolidation Improvement Act Chapter 1; Elementary Secondary Education Act Title I

This book is a resource for educators in any setting who are trying to implement school support teams. New legislation requires states to establish systems of intensive and sustained support for schools that receive Title I funds. School support teams are to become the primary component of these systems. These support teams, external groups of teachers, pupil services personnel, and other people with expertise in school reform, will help high-poverty schools as they plan and develop

Old Heads Tell Their Stories: From Street Gangs to Street Organizations in New York City.
SPONS. AGENCY- Spencer Foundation, Chicago, IL.
PUB DATE- 97
NOTE- 35p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Research/Technical (143)
DESCRIPTORS- *Adults; *Delinquency; Illegal Drug Use; *Juvenile Gangs; *Leadership; Neighborhoods; Role Models; Urban Areas; *Urban Youth
IDENTIFIERS- *New York (New York); Street Crime

It has been the contention of researchers that the "old heads" (identified by Anderson in 1990 and Wilson in 1987) of the ghettos and barrios of America have voluntarily or involuntarily left the community, leaving behind new generations of youth without adult role models and legitimate social controllers. This absence of an adult strata of significant others adds one more dynamic to the process of social disorganization and social pathology in the inner city. In New York City, however, a different phenomenon was found. Older men (and women) in their thirties and forties who were participants in the "jacket gangs" of the 1970s and/or the drug gangs of the 1980s are still active on the streets as advisors, mentors, and members of the new street organizations that have replaced the gangs. Through life history interviews with 20 "old heads," this paper traces the development of New York City's urban working-class street cultures from corner gangs to drug gangs to street organizations. It also offers a critical assessment of the state of gang theory. Analysis of the development of street organizations in New York goes beyond this study, and would have to include the importance of street-prison social support systems, the marginalization of poor barrio and ghetto youth, the influence of politicized "old heads," the nature of the illicit economy, the qualitative nonviolent evolution of street subcultures, and the changing role of women in the new subculture. (Author/SLD)

ED 412 306 UD 031 931

Johnson, David, Ed.
Minorities and Girls in Schools. Effects on Achievement and Performance. Leaders in Psychology Series.
PUB DATE- 97
NOTE- 151p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Academic Achievement; Access to Education; Educational History; Elementary Secondary Education; *Equal Education; *Ethnicity; *Females; Higher Education; Mathematics; *Minority Groups; Parent Child Relationship; Poverty; *School Desegregation; Sciences; Student Interests

This collection presents the work of four psychologists who use scientific inquiry to understand what helps and what hinders the academic and life performance of minority students and girls. The first selection, "School Desegregation 40 Years After 'Brown v. Board of Education': Looking Forward and Looking Backward" by Janet Ward Schofield, explores the consequences of school desegregation. Although there is much to be learned from the study of desegregation effects, the country's policies have largely turned away from concerns with educational equality, leaving much unstudied. The second their schoolwide programs. Chapter 1 provides an overview of the schoolwide approach to change and the role of school support teams. A case study, drawing on experience in 20 education service centers in Texas, illustrates the process in one school. Chapter 2 provides suggestions on how to organize school support teams and how to select members. In Chapter 3, there is detailed information on how to design professional development and training programs for school support team members. Sample agendas for professional development programs are presented. Chapter 4 provides additional clarification for questions educators might have about school support teams. Seventeen appendixes contain information about the law, sample training materials, transparency masters, organizational forms, and examples of instruments and procedures. (Contains 2 figures and 43 references.) (SLD)

ED 412 326 UD 031 951

Pinsent, Pat
Children's Literature and the Politics of Equality. Language and Literacy Series.
PUB DATE- 97
NOTE- 188p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010)
DESCRIPTORS- *Childrens Literature; Content Analysis; Critical Thinking; *Cultural Awareness; Elementary Secondary Education; *Equal Education; Labeling (of Persons); Minority Groups; Reading Materials; *Social Bias; Social Discrimination; *Stereotypes; *Teaching Methods

This book explores the questions that arise as a result of the increasing awareness in U.S. society about equality issues. The book suggests that it is vitally important that children be alerted to the ways in which literature may convey prejudice. It is not possible, and it may not even be desirable, to insulate children from any possible contamination by books that do not display a proper appreciation of the dignity of every person. Teachers, librarians, and parents need to recognize prejudice in literature and to use it when it exists to teach children how to recognize it. Recent work that aims to counter prejudice in literature is reviewed, and equality issues and stereotyping are discussed in older and more recent books, emphasizing ways children can be encouraged to develop an awareness of bias. The following chapters are included: (1) "Prejudice in Children's Books"; (2) "Children and Literature"; (3) "Have the 'Classics' Had Their Day?"; (4) "Prejudice and Children's Popular Fiction"; (5) "Anti-Sexist and Emancipatory Books"; (6) "'Race' and Ethnic Identity"; (7) "Literature, Language, and Culture"; (8) "Literature and Society: Age and Disability"; (9) "Equality and Information Books"; and (10) "Literature, Equality and the Classroom." Each chapter contains references related to literature cited, and a 91-item bibliography lists sources related to the analysis of children's literature. (Contains four tables and six figures.) (SLD)

ED 412 327 UD 031 952

Derman-Sparks, Louise; Phillips, Carol Brunson
Teaching/Learning Anti-Racism: A Developmental Approach.
PUB DATE- 97
NOTE- 167p.
LANGUAGE- English

selection, "Ethnicity, Poverty, and Children's Educability: A Developmental Perspective" by Diana T. Slaughter-Defoe, considers the influence of parents on the achievement of minority students and discusses the factors that promote success in school. "User-Friendly Science and Mathematics: Can It Interest Girls and Minorities in Breaking through the Middle School Wall?" by Jacquelynne Eccles discusses increasing the participation of female and minority students in mathematics and science at an early age and demonstrating clear expectations that they can succeed. "What Stops Women and Minorities from Choosing and Completing Majors in Science and Engineering?" by Nancy Betz presents results from research on the participation of these groups in higher education in science and engineering. Each chapter ends with questions authors were asked following their original briefing for developing these papers. Each chapter contains references. (Contains eight figures and nine tables.) (SLD)

ED 412 307 UD 031 932

Thomas, Cornell
You Can Only Be As Great As You Think You Can Be: You Are Only As Great As You Are.
PUB DATE- 94
NOTE- 54p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- *Academic Achievement; *Black Students; Educational Environment; Elementary Secondary Education; Interpersonal Relationship; Minority Groups; *Self Concept; Student Motivation; *Teacher Expectations of Students; *Teaching Methods; Urban Youth
IDENTIFIERS- African Americans; *Institutional Racism

Concepts in this book are presented to help parents and teachers help students create a positive vision of themselves and their abilities. The first section explores the idea of institutional racism and how it affects the mind sets of people charged with educating young people, specifically African American youth. Instrumental methods designed to reduce the effects of institutional racism are the focus of Part 2. Included in this section is a discussion of the effective schools movement, how motivational theories can be used to promote student success, and how the development of the teacher's interpersonal skill is essential to developing an educational environment that will meet the needs of all students. Personal visioning is used in the third section to demonstrate how parents and surrogate parents (educators) can play a significant role in how a child perceives herself or himself. The last chapter ties these themes together to call for a new paradigm that will lead to higher student social and academic success. (Contains 44 references.) (SLD)

ED 412 308 UD 031 933

Wells, Amy Stuart; Crain, Robert L.
Stepping over the Color Line. African-American Students in White Suburban Schools.
PUB DATE- 97
NOTE- 380p.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- Attitude Change; *Course Content; *Curriculum; Higher Education; *Learning; Minority Groups; *Racial Discrimination; *Social Bias; Student Attitudes; Teaching Methods

Drawing on experience teaching a college course, this book explains the process that evolves as teachers and students grapple with learning about racism and becoming antiracist. Racism is defined as an institutionalized system of economic, political, social, and procedural relations that ensures that one racial group has and maintains power and privilege over all others. Individuals participate in racism when an objective outcome of behavior reinforces these relations, regardless of their intention. Consequently, an individual may act in a racist manner unintentionally. Antiracism education is the beginning of a new approach to thinking, feeling, and acting. Part I of this book describes the conceptual framework for antiracism and the premises underlying the researchers' pedagogy. Part II describes the course "Racism and Human Development," and details how each class session contributes to the progression of students' growth. Each chapter in this section focuses on a major developmental phase of student growth, and within each chapter teaching challenges, activities and teaching strategies, and analyses of student growth are discussed. Part III discusses ways teachers can personalize the course for their own classes. Topics include: (1) reflections on generic issues related to antiracist education; (2) factors to consider when adapting the course to different settings, students, and social-political dynamics; and (3) suggestions for continuing self-education. (Contains 73 references.) (SLD)

ED 412 328 UD 031 953

Cohen, Elizabeth G., Ed.; Lotan, Rachel A., Ed.
Working for Equity in Heterogeneous Classrooms: Sociological Theory in Practice. Sociology of Education Series.
PUB DATE- 97
NOTE- 317p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- Cognitive Development; *Cooperative Learning; Educational Technology; Elementary Secondary Education; *Equal Education; *Heterogeneous Grouping; *Multicultural Education; Sex Differences; *Social Status; Sociology; *Teaching Methods
IDENTIFIERS- *Complex Instruction

Sociological theory and method have been used to develop a theory of complex instruction (CI). CI enables teachers to teach at a high intellectual level while reaching a wide range of students. Teachers work to create equal-status interaction within small groups as students use each other as resources to complete challenging group tasks. The following selections in this collection explore the use of CI in classes with diverse students: (1) "Equity in Heterogeneous Classrooms: A Challenge for Teachers and Sociologists" (Elizabeth G. Cohen); (2) "Complex Instruction: An Overview" (Rachel A. Lotan); (3) "Organizing the Classroom for Learning" (Elizabeth G. Cohen, Rachel A. Lotan, and Nicole C. Holthuis); (4) "The Power in Playing the Part" (Dey E. Ehrlich and Marcia B. Zack); (5) "Understanding Status Problems: Sources and Consequences" (Elizabeth G. Cohen); (6) "Raising Expectations for Competence: The Effectiveness of Status Interventions" (Elizabeth G. Cohen

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reports - Evaluative/Feasibility (142)
DESCRIPTORS- *Black Students; Desegregation Effects;
  Desegregation Methods; *Desegregation Plans; Elementary
  Secondary Education; *Equal Education; Racial Composition;
  Racial Integration; Residential Patterns; *School
  Desegregation; *Suburban Schools; *Urban Schools; White Students
IDENTIFIERS- African Americans; *Saint Louis City School District
  MO

This description of the accomplishments and shortcomings of one school desegregation plan provides insights into much broader dialogue on the role of race in America. St. Louis (Missouri) and its suburbs demographically resemble many midsized contemporary metropolitan areas in the United States. What makes St. Louis unique is an urban-suburban school desegregation plan that has blurred but not erased the color line between white and black communities. The story of school desegregation across city-county borders illustrates how truly separate and unequal society has become and how difficult it is for the education system to change that. The struggles of St. Louis through its vulnerable school desegregation plan show how difficult change is and why the struggle is worth making. St. Louis may be in a better position to face the 21st century than are most other metropolitan areas. The freedom whites have had to segregate themselves in the suburbs has seemed innocuous but has lead to the creation of a highly segregated society. This 5-year study has used interviews with more than 300 educators and members of the public to show the color line in America. The first part of the book, "The Politics of Race," presents a broad historical overview. The second part,"The City," looks at the desegregation plan from the black side of the color line. Part III, "The Suburbs," presents the story of the desegregation plan from the other side. The final chapter offers some recommendations for improving desegregation in St. Louis, where all but 2 of the 16 suburban districts receiving the city's students have enrollments that are at least 15% black. (Contains 4 figures, 7 tables, and 308 references.) (SLD)

ED 412 309   UD 031 934

Benard, Bonnie
Turning It Around for All Youth: From Risk to Resilience.
  ERIC/CUE Digest, Number 126.
SPONS. AGENCY- Office of Educational Research and Improvement
  (ED), Washington, DC.
PUB DATE- 97
NOTE- 4p.
LANGUAGE- English
EDRS Price- MF01/PC01 Plus Postage.
PUB TYPE- Information Analyses/State-of-the-art Materials - ERIC
  Information Analysis Products (071),Information Analyses/State-
  of-the-art Materials - ERIC Information Analysis Products (071)
DESCRIPTORS- *Academic Achievement; Disadvantaged Youth;
  Elementary Secondary Education; *High Risk Students;
  *Resilience (Personality); *School Role; Self Evaluation
  (Individuals); Staff Development; *Teacher Expectations of
  Students; Teacher Role; Urban Schools; *Urban Youth
IDENTIFIERS- ERIC Digests

This digest briefly describes how educators and schools can foster resiliency in all youth. The starting point for building on students' capacities is the belief by all the adults in their lives, particularly those in their schools, that every youth has innate resilience. All individuals have the power to change, and teachers and schools have the power to transform

and Rachel A. Lotan); (7) "The Effect of Gender on Interaction, Friendship, and Leadership in Elementary School Classrooms" (Anita Leal-Idrogo); (8) "Principles of a Principled Curriculum" (Rachel A. Lotan); (9) "Effects of the Multiple-Ability Curriculum in Secondary Social Studies Classrooms" (Bert Bower); (10) "What Did Students Learn?: 1982-1994" (Elizabeth G. Cohen and others); (11) "Sociologists in the Land of Testing" (Elizabeth G. Cohen); (12) "The Relationship of Talk and Status to Second Language Acquisition of Young Children" (H. Andrea Neves); (13) "Complex Instruction and Cognitive Development" (Rachel Ben-Ari); (14) "Teachers as Learners: Feedback, Conceptual Understanding, and Implementation" (Nancy E. Ellis and Rachel A. Lotan); (15) "Principals, Colleagues, and Staff Developers: The Case for Organizational Support" (Rachel A. Lotan, Elizabeth G. Cohen, and Christopher C. Morphew); (16) "Linking Sociological Theory to Practice: An Intervention in Preservice Teaching" (Patricia E. Swanson); (17) "Organizational Factors and the Continuation of a Complex Instructional Technology" (Rene F. Dahl); and (18) "A Viewpoint on Dissemination: (Nikola N. Filby). Three appendixes contain class, student, and teacher evaluation instruments. (Contains 43 tables, 14 figures, and 198 references.) (SLD)

lives. Caring relationships, positive and high expectations, and providing opportunities to participate and contribute are the keys to fostering resilience. Strategies that build resilience include the school-level approaches to teacher support and staff development. In the classroom, teachers can foster resilience by teaching to the students' strengths, showing them that they have innate resilience, and providing growth opportunities. Self-assessment on the part of the teacher can be used to foster self-evaluation by students. The resiliency approach can be used in classroom experiments that focus on the growth of one particular student. Teachers who believe in urban students can enable their healthy development and successful learning. (Contains 18 references.) (SLD)

ED 412 310 UD 031 935

Kramer, Cynthia; Newman, Sally
Senior Citizen School Volunteer Program. A Manual for Program Implementation. Intergenerational Communication, No. 1.
PUB DATE- 86
NOTE- 103p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055)
DESCRIPTORS- Elementary Secondary Education; Evaluation Methods; *Older Adults; Program Descriptions; *Program Implementation; *School Aides; *Urban Schools; Urban Youth; Volunteer Training; *Volunteers
IDENTIFIERS- *Generations Together Program; *senior Citizen School Volunteer Program PA

This manual provides background information about the Senior Citizen School Volunteer Program (SCSVP) and describes the program model that has been developed and implemented by the staff of Generations Together in more than 75 schools. The SCSVP develops intergenerational programs by involving older people as volunteers in elementary and secondary schools. It was initiated in 1978, and by 1986 was in place in more than 25 school districts. Those who volunteer are aged 55 and older, and come from diverse socioeconomic, racial, and economic backgrounds. As volunteers they participate for at least one half day a week, reinforcing students' skills, sharing their own interests and talents, and helping students achieve academic and social growth. This manual describes how to operate the SCSVP program, describing its background, implementation, maintenance, and evaluation. An appendix describes role play activities and contains workshop handouts and evaluation forms for participant feedback. (Contains 10 charts, 4 graphics, and 26 references.) (SLD)

ED 412 311 UD 031 936

Melcher, Joseph
Caring Is the Key: Building a School-based Intergenerational Service Program.
SPONS. AGENCY- PennSERVE: The Governor's Office of Citizen Service, Harrisburg, PA.
PUB DATE- 93
NOTE- 129p.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Guides/Methods/Techniques (For Practitioners) - Non-

Classroom Use (For Administrative and Support Staff, and for Teachers, Parents, Clergy, etc. in Non-Classroom situations) (055),Reports - Research/Technical (143)
DESCRIPTORS- Aging (Individuals); Case Studies; *High School Students; High Schools; *Intergenerational Programs; Older Adults; Program Evaluation; School Community Programs; *Secondary School Teachers; Self Esteem; *Service Learning; *Student Volunteers; Training; Urban Schools; Urban Youth
IDENTIFIERS- Generations Together Program; *Pennsylvania

This manual is designed for high school teachers and students who plan to participate in intergenerational community service programs. Intergenerational community service is a powerful teaching tool that introduces problem solving and active learning while enhancing self-esteem. Four case studies describe what schools in Pennsylvania are doing to bring young and old together through intergenerational community service. Developing the intergenerational community service program is discussed, and a training module, "How To Prepare Youth To Work with Well, Frail, or Institutionalized Elderly," is presented that includes training objectives for students and leaders and the training agenda. The module provides information about aging and older adults and gives students some specific advice for beginning conversations and working effectively with the elderly. "Intergenerational Program Maintenance and Management" explains how to keep the program operating. "Evaluating an Intergenerational Service Program" tells how to evaluate program efforts for improvement. Appendixes contain specific training and administrative advice and list resources for programs. (SLD)

ED 412 312   UD 031 937

Hui, Elsie V.; Hwang, Victor; Ma, Jacinta S.; OuYang, Elizabeth R.; Su, Julie A.
Audit of Violence against Asian Pacific Americans, 1996: The Violent Impact on a Growing Community. Fourth Annual Report.
PUB DATE- 96
NOTE- 32p.; Prepared with the assistance of the Asian American Legal Defense and Education Fund, the Asian Pacific American Legal Center of Southern California, and the Asian Law Caucus, Inc.
LANGUAGE- English
EDRS Price- MF01 Plus Postage. PC Not Available from EDRS.
PUB TYPE- Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Asian Americans; Civil Rights; Data Analysis; *Ethnicity; Federal Legislation; *Government Role; Mass Media Effects; Minority Groups; *Pacific Americans; Prevention; *Racial Bias; *Violence
IDENTIFIERS- *Hate Crime

This audit, fourth in an annual series, tracks incidents of violence against Asian Pacific Americans in 1996 using data from a variety of sources. There was an increase of 17% in reported anti-Asian incidents in 1996, raising the total of suspected and confirmed incidents to 534. Although data were difficult to obtain, harassment increased by 161% and 53% respectively from 1995 and 1994, and vandalism increased 48% from 1995 and 177% from 1994. Xenophobia continued to motivate violence, but hate crimes targeting Asian Pacific Americans involved in legitimate political participation emerged as a disturbing trend in 1996. It is recommended that law enforcement agencies be required to comply with the Hate Crimes Statistics Act of 1990 to document violence accurately. Educational institutions and local authorities must establish reporting mechanisms and appropriate responses to hate crimes under their jurisdiction. The federal government should work with local governments and agencies to combat hate crimes, and elected officials and the media should be leaders in the effort to reduce ethnically motivated violence. The tendency of the mainstream media to view anti-Asian incidents as isolated has contributed to the widespread misconception that no Federal response is necessary. A chronology of the year's violent anti-Asian events is included. (Contains six charts.)(SLD)

ED 412 313 UD 031 938

Payne, Charles M.
"I Don't Want Your Nasty Pot of Gold": Urban School Climate and Public Policy.
PUB DATE- 97
NOTE- 36p.
LANGUAGE- English
EDRS Price- MF01/PC02 Plus Postage.
PUB TYPE- Reports - Evaluative/Feasibility (142)
DESCRIPTORS- Academic Achievement; Administrator Attitudes; Educational Change; *Educational Environment; Elementary Secondary Education; Ethnography; Program Implementation; *School Restructuring; *Social Problems; *Teacher Attitudes; *Urban Schools
IDENTIFIERS- *Chicago Public Schools IL; Comer School Development Program; *Reform Efforts

Few of the current major efforts to improve urban schools adequately appreciate the extent to which the problematic social climate of urban schools can undermine the implementation of even very good ideas. As a result, programs often come and go with little lasting impact. This paper uses ethnographic fieldwork to illustrate the ways dysfunctional relationships among teachers, parents, and administrators interfere with the actual implementation of reform programs even when all parties are substantially in agreement about goals and means. Data are from 16 elementary schools in Chicago (Illinois) that are trying to implement the Comer process of school reform (J. Comer, 1980 and later). The operating assumptions underlying several current reform efforts are contrasted with the day-to-day realities of schools. (Contains 54 references.) (Author/SLD)

ED 412 314 UD 031 939

Pappas, Georgia, Ed.; Guajardo, Maria, Ed.
Latinos in Colorado: A Profile of Culture, Changes, and Challenges. Volume V.
PUB DATE- 97
NOTE- 57p.
LANGUAGE- English
EDRS Price- MF01/PC03 Plus Postage.
PUB TYPE- Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Employment Patterns; Ethnic Groups; Health Services; Hispanic American Culture; *Hispanic Americans; Minority Groups; Organizations (Groups); *Population Trends; *Racial Relations; Tobacco; *Urban Youth
IDENTIFIERS- *Colorado; *Latinos

It is projected that the population of Colorado will increase by 25% between 1990 and 2000. The Latino community will experience a slight increase in the proportion of Colorado's population, and will remain the largest ethnic group over the next 30 years. The chapters in this profile describe the Latino population of Colorado. The following essays are presented as chapters: (1) "Colorado's Growing Population (1990 to 2020)" (Georgia Pappas); (2) "Latino Youth and Tobacco Use" (Georgia Pappas); (3) "America's Youth and Race Relations" (Georgia Pappas); (4) "Preparing Latino Youth for the Workforce: School to Work Initiatives" (Georgia Pappas); (5) "Ethnic Diversity as a Measurement of Quality in Higher Education" (Georgia Pappas); (6) "Latina Women: A Family Health Perspective" (Sandra Weider and Georgia Pappas); (7) "Latino Access to Quality Health Care under Managed Care Systems" (Georgia Pappas); (8) "Employment and Training Programs: Impact on Latinos" (Georgia Pappas); (9) "A Profile of Latino Firms in Colorado - 1992" (Georgia Pappas); (10) "The Love/Hate Relationship between Latinos and Coors" (Georgia Pappas); (11) "Mexican American Christmas Holiday Celebrations" (Marley Steele-Inama); and (12) "A Highlight of National Latino Organizations" (Marley Steele-Inama). (Contains 23 figures and 2 tables.) (SLD)

ED 412 315 UD 031 940

Grant, Carl A., Ed.; Ladson-Billings, Gloria, Ed.
Dictionary of Multicultural Education.
PUB DATE- 97
NOTE- 308p.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Reference Materials - Vocabularies/Classifications (134)
DESCRIPTORS- Civil Rights; *Communication (Thought Transfer); Court Litigation; *Cultural Awareness; Cultural Differences; *Definitions; Elementary Secondary Education; Higher Education; Minority Groups; *Multicultural Education; *Racial Differences; *Theories; Urban Problems

The focus of this dictionary is the meanings and perspectives of various terms that are used in multicultural education. Contributors have often addressed the literal meanings of words and terms as well as contextual meanings and examples that helped create those meanings. Like other dictionaries, this one is arranged alphabetically, but it goes beyond ordinary dictionaries in the depth of its concern with multicultural education and diversity. Some entries define commonly used terms. Others are court cases and legal precedents, while still others are methodological and theoretical-conceptual entries. Biographical sketches are not included, since a dictionary of this scope and size could not do justice to the many people who have contributed to multicultural education. Nor are terms that describe groups of people included, although the intellectual traditions that have emerged from the struggles of these people have been defined. Standardization of the vocabulary of multicultural education is necessary for communication within the academy and across the many political and social boundaries that must be spanned to make multicultural education a reality. (Contains 13 references.) (SLD)

ED 412 316 UD 031 941

Marvis, Barbara; Cole, Melanie; Cantu, Tony
Famous People of Hispanic Heritage. Contemporary American Success Stories, Volume VII. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 97
NOTE- 96p.; Introduction by Kathy Escamilla. For volumes 7-9, see UD 031 941-943.
LANGUAGE- English

EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020)
DESCRIPTORS- *Achievement; Biographies; Childrens Literature; *Cultural Awareness; Elementary Secondary Education; Ethnic Groups; Hispanic American Culture; *Hispanic Americans; *Immigrants; Life Events; Profiles; *Spanish Speaking
IDENTIFIERS- *Latinos

The term "Hispanic" is an umbrella term that encompasses people from many nationalities, all races, and many social and cultural groups. Biographies in this series represent the diversity of Hispanic heritage in the United States. Those featured are contemporary figures whose national origins range from Argentina to the United States, and whose careers and contributions cover many aspects of American life. Each person profiled is a positive role model, not only for people of Hispanic origin, but for anyone. This volume includes biographical sketches of the following: (1) Raul Julia, actor; (2) Mariah Carey, singer, songwriter, and producer; (3) Andres Galarraga, professional baseball player; and (4) Mary Joe Fernandez, professional tennis player. All of these people, or their ancestors, came from Spanish-speaking countries. They represent many different walks of life, but they have in common the fact that they have worked hard to achieve success. The books in this series are designed for juveniles and have an interest level equivalent to grades 4 to 10, and a reading level of about grade 5. (SLD)

ED 412 317   UD 031 942

Menard, Valerie; Cole, Melanie
Famous People of Hispanic Heritage. Contemporary American Success Stories, Volume VIII. A Mitchell Lane Multicultural Biography Series.
PUB DATE- 97
NOTE- 96p.; Introduction by Kathy Escamilla. For volumes 7-9, see UD 031 941-943.
LANGUAGE- English
EDRS Price- Document Not Available from EDRS.
PUB TYPE- Books (010),Collected Works - General (020),Reports - Descriptive (Program/Project Descriptions) (141)
DESCRIPTORS- *Achievement; Biographies; Childrens Literature; *Cultural Awareness; Elementary Secondary Education; Ethnic Groups; Hispanic American Culture; *Hispanic Americans; *Immigrants; Immigration; Life Events; Profiles; *Spanish Speaking
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The Janus Project Workshop. New Technologies and Women. Proceedings (Montreal, Quebec, Canada, March 21-22, 1997).
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Family Involvement in Children's Education: Successful Local Approaches. An Idea Book.	153p.	L1	ED 412 031
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A Historical Review of the Evolution of Early Childhood Care and Education in the Caribbean.	15p.	L1	ED 411 937
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Hypermedia Creation: Offering Prospective Secondary Teachers Opportunities To Build Flexible and Powerful Conceptions of Mathematics and Mathematics Teaching.	19p.	L1	ED 412 117
Improving Student Responsibility.	67p.	L1	ED 411 957
Inclusion Partners: A Support Training Model. Final Report, September 1, 1993 to June 30, 1997.			

Perspectives on the Impact of the 1994 Trial State Assessments: State Assessment Directors, State Mathematics Specialists, and State Reading Specialists.	56p.	L1	ED 412 249
Portfolio Talk: Educational Researchers, Teachers, Teacher Educators, and Members of the Connecticut Department of Education Talk about B.E.S.T. Practice in Professional Development: Beginning Educator Support and Training: Teacher Educator's Perspective.	34p.	L2	ED 412 227
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Pupil Membership and Related Information. Fall 1996.	219p.	L1	ED 412 265
Putting Information on the Corporate Agenda as a Key Resource.	9p.	L1	ED 411 854
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School Choice Programs: What's Happening in the States, 1997.	93p.	L1	ED 412 320
Second Language Acquisition: A Classroom Perspective. Australian Studies in Language Acquisition No. 1.	83p.	L1	ED 411 701
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See How We Grow: A Report on the Status of Parenting Education in the U.S.	121p.	L2	ED 412 022
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A Study of Children in Kindergarten, First, Second, and Third Grades at Ronceverte Elementary and the Extent Preschool Has on Retention and Compensatory Education.	78p.	L1	ED 412 019
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Teenager-, Mother-, Daughter-, Who Am I? Navajo Adolescent Mothers' Perceptions of the Maternal Role & Implications for Child Developmental Outcomes.	17p.	L2	ED 411 986
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A Trend towards Inclusion: Statistics on Special School Placements & Pupils with Statements in Ordinary Schools, England 1992-96.	26p.	L2	ED 411 662
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Reflective Teaching and the Portfolio Approach in Early Childhood Staff Development.	11p.	L1	ED 411 955
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Rehabilitation Consumer Satisfaction Assessment: Collaboration between a State Vocational Rehabilitation Agency and a Pre-Service Training Program.	20p.	L1	ED 411 480
Reimagining Professional Development. Four Presentations from AAHE's National Conference on School/College Collaboration (4th, Pittsburgh, PA, December 5-8, 1993).	45p.	L2	ED 411 760
The Relationship between Teacher Behaviors and Student Academic Engagement in an Inner-City Preschool.	33p.	L1	ED 411 951
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The Rhetorical Compact: Toward a New Genre of Rhetorical Criticism.	34p.	L1	ED 411 567
Rights of Access in the Information Society: Europe's Quandary Over the Exploitation of Public Sector Data.	8p.	L1	ED 411 805
The Role of Children's Social Skills in Achievement at Kindergarten Entry and Beyond.	14p.	L1	ED 412 004
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Shop Talk: Topics, Themes and Tips in Conversations between Principals.	31p.	L1	ED 411 606

PIALA '96. Jaketo Jaketak Kobban Alele Eo--Identifying, Using and Sharing Local Resources. Proceedings of the Annual Pacific Islands Association of Libraries and Archives Conference (6th, Majuro, Marshall Islands, November 5-8, 1996).	124p.	L1	ED 411 786
Research, Training & Practice. Proceedings of the Macarthur Interpreting & Translation Conference (2nd, Sydney, Australia, March, 1996). Interpreting and Translation Publications Series, No. 2.	113p.	L1	ED 411 675
SERVE Regional Forum on School Improvement, Proceedings (Tampa, Florida, October 6-9, 1996).	56p.	L1	ED 412 179

(022) Collected Works - Serials

American Council on Consumer Interests Annual Conference (43rd, Salt Lake City, Utah, April 2-5, 1997).	271p.	L2	ED 411 427
The Changing World of Continuing Education.	29p.	L2	ED 411 392
Clarity Is Power: Learning Outcomes, Learner Autonomy and Transferable Skills. Developing FE. FEDA Report.	79p.	L1	ED 411 452
DATAWave, Volume 5, Numbers 1 through 7 (1/29/97 through 4/23/97).	30p.	L1	ED 412 250
Families: It's About Time! = Les familles ont besoin de temps!	33p.	L2	ED 411 977
Family-Centered Service Delivery.	13p.	L1	ED 411 661
Gang Members and Delinquent Behavior.	7p.	L1	ED 412 304
GED Items. The Newsletter of the GED Testing Service. Volume 12, 1995.	66p.	L1	ED 412 251
GED Items. The Newsletter of the GED Testing Service. Volume 13, 1996.	66p.	L1	ED 412 252
Give Us the Credit: Achieving a Comprehensive FE Framework. FE Matters. FEDA Paper.	38p.	L1	ED 411 453
The Indigenous World, 1996-97 = El Mundo Indigena, 1996-97.	680p.	L2	ED 412 063
Japan Journal of Multilingualism and Multiculturalism, Volume 1 Number 1 and Volume 2 Number 1.	122p.	L1	ED 411 695
The Journal of Staff, Program, & Organization Development, Volume 14, Numbers 1-4, 1996-97. New Forums Faculty Development Series.			

Improving Staffing Practices in Student Affairs. First Edition. The Jossey-Bass Higher and Adult Education Series.	392p.	L3	ED 411 487
Including Students with Severe and Multiple Disabilities in Typical Classrooms: Practical Strategies for Teachers.	196p.	L3	ED 411 648
ISSP: The Instructional Support System of Pennsylvania. Instructional Assessment Manual.	381p.	L1	ED 412 237
It's the Law: A Young Person's Guide to Our Legal System. Facilitator's Guide.	232p.	L1	ED 412 159
Job Accommodation System: Project TIE (Technology in Employment).	37p.	L1	ED 411 617
Learner-Centered Psychological Principles: A Framework for School Redesign and Reform.	12p.	L2	ED 411 493
Library Centers: Teaching Information Literacy, Skills, and Processes: K-6.	224p.	L3	ED 411 792
Life & Loss: A Guide To Help Grieving Children.	163p.	L2	ED 411 495
Literature Connections: The Teacher and Teacher-Librarian Partnership.	180p.	L1	ED 411 789
Maintaining Religious Neutrality in Public Schools. Focus on Legal Issues for School Administrators.	12p.	L3	ED 411 589
Making Information Work for You: A Guide for Collecting Good Information and Using It To Improve Comprehensive Strategies for Children, Families, and Communities.	98p.	L1	ED 412 017
The NAEP Guide: A Description of the Content and Methods of the 1997 and 1998 Assessments. Revised Edition.	83p.	L1	ED 412 294
National Household Education Survey of 1996: Data File User's Manual, Volume I.	155p.	L1	ED 412 279
National Household Education Survey of 1996: Data File User's Manual, Volume II: Household and Library Data File.	295p.	L1	ED 412 280
National Household Education Survey of 1996: Data File User's Manual, Volume III: Parent and Family Involvement in Education and Civic Involvement--Parent Data File.	314p.	L1	ED 412 281
National Household Education Survey of 1996: Data File User's Manual. Volume V. Adult Civic Involvement Data File.	93p.	L1	ED 412 284

MDR's Enrollment Comparison Report 1996/97.	37p.	L1	ED 412 259
Multicultural Student Statistics: Fall 1996-97, University of Wisconsin System.	371p.	L1	ED 411 742
The 1994 High School Transcript Study Tabulations: Comparative Data on Credits Earned and Demographics for 1994, 1990, 1987, and 1982 High School Graduates. E.D. Tabs	1153p.	L1	ED 412 277
Oakton Community College Comprehensive Annual Financial Report, Fiscal Year Ended June 30, 1996.	99p.	L1	ED 411 925
Occupational Program Graduates 1997 Follow-Up Study.	72p.	L1	ED 411 922
Ontario Universities Benefits Survey 1994-96. Part I: Benefits Excluding Pensions and Part II: Pensions.	251p.	L2	ED 411 736
The Pocket Condition of Education, 1997.	37p.	L1	ED 411 603
A Profile of Adults Needing Assistance with Activities of Daily Living, 1991-1992. Disability Statistics Report 11.	48p.	L1	ED 411 663
Project SOAR 1996-1997. Evaluation Report.	102p.	L1	ED 412 269
Projected 1997-98 Cost Allocation Summary.	54p.	L1	ED 411 914
Public and Private Schools: How Do They Differ? Findings from "The Condition of Education, 1997," No. 12.	45p.	L1	ED 411 593
Pupil Membership and Related Information. Fall 1996.	219p.	L1	ED 412 265
A Region of Contrasts: An Educational and Economic Profile of the West, Part II. WICHE State Profiles. Working Paper 1B. Higher Education and the Economy of the West.	184p.	L2	ED 411 763
The Relationship between Attitudes toward Diversity and Overall Satisfaction of University Students by Race.	26p.	L1	ED 411 752
Residential Services for Persons with Developmental Disabilities: Status and Trends through 1995. Report #49.	272p.	L1	ED 411 614
Residential Services for Persons with Developmental Disabilities: Status and Trends through 1996. Report #49.	272p.	L1	ED 411 653
School Choice. Indicator of the Month.	4p.	L1	ED 411 570
Skill Improvement Training among Currently Employed Workers.			

	44p.	L1	ED 411 654
Increasing the Content Area Learning of Learning Disabled Students: Research Implementation. Final Report.	490p.	L1	ED 411 643
The Indigenous World, 1996-97 = El Mundo Indigena, 1996-97.	680p.	L2	ED 412 063
Information Gap in Communicative Classrooms.	11p.	L1	ED 411 700
Information Infrastructure: Organisational Capability for Online Information Provision.	10p.	L1	ED 411 829
Information Managers/Librarians in the Year 2006: Prophets, Princes or Poohbahs?	7p.	L1	ED 411 806
Information Professionals as Intelligent Agents--Or When Is a Knowbot Only a Robot?	10p.	L1	ED 411 807
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Integrated Information Education as Standard Part of University Curriculum in Chemistry.	7p.	L1	ED 411 815
Intelligent Agents: Information Strategies for the Information Society.	9p.	L1	ED 411 833
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The Interdisciplinary Core Communication Course: A Tool for Promoting University-Wide Fulfillment of the Oral Proficiency Requirement.	27p.	L1	ED 411 554
The Internet and Local Online Databases: A "Novum Organum" for Twenty-First-Century Library Science.	8p.	L1	ED 411 839
Internet in the Indian Context.	9p.	L1	ED 411 820
The Intranet: A New Concept for Corporate Information Handling.	9p.	L1	ED 411 831
An Iterative Development of a Training Programme in the Use of the Internet as an Information Source and Publishing Mechanism.	9p.	L1	ED 411 816
Joined or Unconnected? A Look at State Economic Development and Higher Education Plans. Higher Education and the Economy of the West. Working Paper #5.	78p.	L2	ED 411 767

	6p.	L1	ED 411 859
Social Skills: Improving Student Behavior.	122p.	L1	ED 411 956
Staff Employed at School and Central Office Levels. Maryland Public Schools, October 1996.	49p.	L1	ED 412 273
State Indicators in Education, 1997.	261p.	L1	ED 412 288
Stepping over the Color Line. African-American Students in White Suburban Schools.	380p.	L3	ED 412 308
Team Approach in the First Research Experience for Undergraduates in Botany/Zoology 152: Evaluation Report.	121p.	L1	ED 412 096
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Trends in State Student Assessment Programs: Fall 1996 Data on Statewide Student Assessment Programs.	42p.	L1	ED 412 278
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View-Based Searching Systems--Progress Towards Effective Disintermediation.	15p.	L1	ED 411 866
The Visibility of African-American Literature in the Middle.	10p.	L1	ED 411 533
Vision 2000: Charting a Course for the Future. Strategic Plan for the Illinois Community College System.	58p.	L1	ED 411 916
Web Page Authoring Tools: Comparison and Trends.	7p.	L1	ED 411 867
What To Do When Disintermediation Looms.	6p.	L1	ED 411 856
When Money Matters: How Educational Expenditures Improve Student Performance and How They Don't. A Policy Information Perspective.	53p.	L1	ED 412 271
Working Together To Become Proficient Readers. Early Impact of the Talent Development Middle School's Student Team Literature Program. Report No. 15.	38p.	L1	ED 412 322

(143) Reports - Research

Processes and Team Outcomes.	24p.	L1	ED 412 225
Using Structured Interactions in Conferences and Journals To Promote Cognitive Development among Mentors and Mentees.	39p.	L1	ED 412 242
Web Search Engines: Key To Locating Information for All Users or Only the Cognoscenti?	10p.	L1	ED 411 811
What Are the Needs of Substitute Teaching To Be Effective?	31p.	L2	ED 412 187
Windows on Successful Practice: Innovations in Science, Maths and Technology Education.	129p.	L1	ED 412 069
WISE: Winning with Stronger Education. ACCESS Research Final Report and Executive Summary.	205p.	L1	ED 411 596
Women are "Busy, Tall, and Beautiful": Looking at Sexism in EFL Materials.	15p.	L1	ED 411 670
Women as School District Administrators: Past and Present Attitudes of Superintendents and School Board Presidents (Entire Data Base).	135p.	L1	ED 411 598
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Young Children's Developing Understanding of Conceptual Perspective Taking.	17p.	L1	ED 411 984

(150) Speeches/Meeting Papers

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Academic Delay of Gratification Scale. A New Measurement for Delay of Gratification.	10p.	L1	ED 412 266
Accountability in Counselor Training Programs.	39p.	L1	ED 411 481
Achievement Goals and Student Motivation in the Middle School Years: Teachers' Use of Motivational Strategies with High and Low Performing Students.	9p.	L1	ED 412 215
Achievement Goals, Motivation, and Performance: A Closer Look.	10p.	L1	ED 412 268
Added Value in Electronic Publications.	13p.	L1	ED 411 869
Advocating Global Forest Issues on the Internet.	8p.	L1	ED 411 819

Situated Intuitions, Concrete Manipulations and the Construction of the Integers: Comparing Two Experiments.	25p.	L1	ED 412 084
Smart Systems, Smart Searches.	6p.	L1	ED 411 859
Social and Emotional Competence: Motivating Cultural Responsive Education.	16p.	L1	ED 411 944
Socialization, Intelligence, and Cognitive Competence.	12p.	L1	ED 411 981
Solving the Imaging Dilemma for Internet and Intranet Applications.	6p.	L1	ED 411 844
Some Features of the Distribution of Professional Databases on CD-ROM in the Russian Information Market.	6p.	L1	ED 411 851
Spanish Museum Libraries Network.	8p.	L1	ED 411 864
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Special Play: A Parent/Child Activity To Encourage Positive Behaviors.	12p.	L1	ED 411 940
The "'Standards'-like" Role of Teachers' Mathematical Knowledge in Responding to Unanticipated Student Observations. First Draft.	48p.	L1	ED 412 261
The State of Wisconsin School Finance in 1996-97.	30p.	L1	ED 411 582
Statistical Content Errors for Students in an Educational Psychology Course.	19p.	L1	ED 412 206
The Status of ECCE Provision in Trinidad and Tobago.	34p.	L1	ED 411 938
Strategies for Effective Mentoring and for Being Effectively Mentored: A Focus on Ph.D.-Granting Private Research Institutions.	24p.	L1	ED 411 566
Student Starters: Using a Student-Read Announcement or Article as a Classroom Management Strategy.	5p.	L1	ED 411 551
The "Superhighway": A Revolutionary Means of Supporting Collaborative Work.	8p.	L1	ED 411 847
The Teachers' Academy: A Collaborative Approach to Preparing Teachers for Leadership Roles in the Public Schools.	24p.	L1	ED 412 192
Teaching Students How To Read Fear Appeals Critically.			

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National Day and Employment Service Trends in MR/DD Agencies.	3p.	L1	ED 411 625
National Study on Inclusion: Overview and Summary Report.	14p.	L1	ED 411 664
Parent, Family and Community Involvement. IDRA Focus.	21p.	L1	ED 412 055
Pedagogy Journal, 1997.	153p.	L1	ED 411 923
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Protecting Children and Supporting Families.	35p.	L1	ED 411 655
Resources in Education (RIE). Volume 33, Number 2.	p.	L2	ED 411 388
Service Learning. Ninety-Sixth Yearbook of the National Society for the Study of Education. Part I.	208p.	L3	ED 411 447
Student Ethical Development in Our Class Rooms: Using Connected Conversation and the Moral Imagination.	75p.	L1	ED 412 147
Student-to-Student Sexual Harassment in Schools: Old Myths, New Realities.	8p.	L2	ED 411 597
Teaching Foreign Languages.	21p.	L1	ED 411 689

(030) Creative Works

Bali: So Many Faces--Short Stories and Other Literary Excerpts in Indonesian.	200p.	L1	ED 411 529
Under the Greenwood Tree: Shakespeare for Young People.	82p.	L3	ED 411 559

(040) Dissertations/Theses - Undetermined

Developing Transfer in Middle School Student Learning.	61p.	L1	ED 412 275

The New Elementary Teacher's Handbook: (Almost) Everything You Need To Know for Your First Years of Teaching.	226p.	L2	ED 412 202
NHES:91/93/95/96 Electronic CodeBook (ECB) User's Guide. National Household Education Survey.	94p.	L1	ED 412 282
1993 National Study of Postsecondary Faculty (NSOPF-93). Data File User's Manual: Public-Use Institution File and Restricted-Use Faculty File.	673p.	L1	ED 412 293
Objecting To Dissection: A College Student's Handbook.	25p.	L2	ED 412 066
Off to a Good Start: Launching the School Year. Excerpts from the Responsive Classroom Newsletter No. 1.	70p.	L2	ED 411 964
Oral Communication across Disciplines: Adding Value to Academic Pursuit and Marketability.	16p.	L1	ED 411 553
Orientation: Effective Beginnings for Novice Teachers.	104p.	L1	ED 412 210
Outsourcing Library Technical Services Operations: Practices in Academic, Public, and Special Libraries.	239p.	L3	ED 411 793
Owls On Silent Wings. The Wonder Series.	71p.	L2	ED 412 124
Parents and Teachers as Partners: Issues and Challenges.	315p.	L3	ED 412 020
The Parents' Guide to Alternatives in Education.	244p.	L3	ED 411 992
Planning around Children's Interests. The Teacher's Idea Book 2.	178p.	L2	ED 411 946
The Power of Prevention, Action Makes the Difference. Crime Prevention Month, October 1997.	123p.	L1	ED 411 494
The Power of Problem Solving: Practical Ideas and Teaching Strategies for Any K-8 Subject Area.	281p.	L3	ED 412 013
Quantity Time: Moving Beyond the Quality Time Myth--A Practical Guide to Spending More Time with Your Child.	212p.	L3	ED 411 970
Questions and Answers on Copyright for the Campus Community. Includes Software and Internet Issues. Updated for 97.	23p.	L3	ED 411 511
Read and Write Together.	107p.	L1	ED 411 506
Read with Me: A Guide for Student Volunteers Starting Early			

Indicator of the Month.	3p.	L1	ED 411 430
Staff Employed at School and Central Office Levels. Maryland Public Schools, October 1996.	49p.	L1	ED 412 273
State Indicators in Education, 1997.	261p.	L1	ED 412 288
Statistical Summary of Missouri Higher Education, 1996-1997.	290p.	L1	ED 411 744
Student Statistics Fall 1996-97. University of Wisconsin System.	204p.	L1	ED 411 743
Subbaccalaureate Persistence and Attainment. Indicator of the Month.	4p.	L1	ED 411 918
A Survey of Alcohol and Other Drug Use among Nevada Students, 1994.	47p.	L1	ED 411 478
A Trend towards Inclusion: Statistics on Special School Placements & Pupils with Statements in Ordinary Schools, England 1992-96.	26p.	L2	ED 411 662
Women in Mathematics and Science. Findings from "The Condition of Education, 1997," No. 11.	35p.	L1	ED 412 137

(120) Opinion Papers

Access, Inclusion and Equity: Imperatives for America's Campuses.	43p.	L1	ED 411 741
Advancing Lifelong Learning through Adult Education Policy in Chinese Taipei.	15p.	L1	ED 411 878
Affective Objectives in the Science Curriculum.	12p.	L1	ED 412 070
After-School Crime or After-School Programs: Tuning in to the Prime Time for Violent Juvenile Crime and Implications for National Policy. A Report to the United States Attorney General.	13p.	L1	ED 412 319
American Community Colleges: Leading the Way to the Future.	11p.	L1	ED 411 912
Benefits of Collaboration Software for On-Site Classes.	11p.	L1	ED 411 [illegible]08
Borders, Zones, Transgression and Dissent: Negotiating Difference in the Freshman Composition Class.	9p.	L1	ED 411 518
The Center for Writing at South Carolina State University.	12p.	L1	ED 411 514
Development Planning and School Improvement for Middle Managers.			

JROTC Program Earning Distinction in Commonwealth of the Northern Mariana Islands.	6p.	L1	ED 412 190
Latinos in Colorado: A Profile of Culture, Changes, and Challenges. Volume V.	57p.	L1	ED 412 314
LEAP: Ohio's Welfare Initiative To Improve School Attendance among Teenage Parents. Ohio's Learning, Earning, and Parenting Program. Final Report.	235p.	L1	ED 411 579
Learning Mathematics for Teaching: Lessons in/from the Domain of Fractions. Center for the Development of Teaching Paper Series.	28p.	L1	ED 412 122
Lenses on Learning: How Administrators' Ideas about Mathematics, Learning and Teaching Influence Their Approaches To Action in an Era of Reform. Center for the Development of Teaching Paper Series.	26p.	L1	ED 412 121
Library Users: How They Adapt to Changing Roles.	10p.	L1	ED 411 808
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Developing Transfer in Middle School Student Learning.	61p.	L1	ED 412 275
The Effects of Problem-Solving on Academic Achievement in Elementary Education.	127p.	L1	ED 412 005
The Efficacy of the Collaborative Teaching Model for Academically-Able Special Education Students: A Research Report.	101p.	L1	ED 411 657
Evaluation of Pyramid Technology Training. Final Report.	82p.	L1	ED 411 775
Evaluation of the Alabama Direct Assessment of Writing Program.	36p.	L1	ED 411 519
Factors Affecting Female Participation in Education in Seven Developing Countries. Second Edition. Education Research. Serial No. 9.	109p.	L1	ED 411 432
Faculty Support for Minority Engineering Programs.	19p.	L1	ED 411 728

AA - ERIC Processing and Reference Facility

AA001289	ED411388

CE - Adult, Career, and Vocational Education

CE074153	ED411389
CE074363	ED411390
CE074398	ED411391
CE074410	ED411392
CE074539	ED411393
CE074591	ED411394
CE074634	ED411395//
CE074638	ED411396
CE074655	ED411397
CE074658	ED411398
CE074665	ED411399
CE074668	ED411400
CE074671	ED411401
CE074672	ED411402
CE074675	ED411403
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CE074677	ED411405
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CE074686	ED411407
CE074688	ED411408
CE074690	ED411409
CE074691	ED411410
CE074692	ED411411
CE074693	ED411412
CE074694	ED411413
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CE074703	ED411417
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CE074754	ED411431
CE074755	ED411432
CE074756	ED411433
CE074760	ED411434
CE074761	ED411435
CE074762	ED411436
CE074763	ED411437
CE074764	ED411438
CE074765	ED411439
CE074766	ED411440
CE074767	ED411441
CE074768	ED411442
CE074769	ED411443
CE074771	ED411444
CE074772	ED411445

SO - Social Studies/Social Science Education (continue)

SO028522	ED412170
SO028523	ED412171
SO028524	ED412172
SO028586	ED412173
SO028781	ED412174
SO029025	ED412175
SO029026	ED412176
SO029027	ED412177

SP - Teaching and Teaching Education

SP036667	ED412178
SP037549	ED412179
SP037550	ED412180
SP037551	ED412181
SP037552	ED412182
SP037553	ED412183
SP037554	ED412184
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SP037559	ED412188
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SP037590	ED412209
SP037592	ED412210
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SP037596	ED412213
SP037597	ED412214
SP037598	ED412215

TM - Assessment and Evaluation

TM026131	ED412216
TM026836	ED412217
TM027406	ED412218
TM027409	ED412219
TM027411	ED412220
TM027412	ED412221
TM027413	ED412222
TM027423	ED412223
TM027444	ED412224
TM027449	ED412225

CE074773	ED411446//
CE074774	ED411447//
CE074775	ED411448
CE074776	ED411449
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CE074785	ED411453
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CE074794	ED411457
CE074795	ED411458
CE074799	ED411459//
CE074800	ED411460//
CE074801	ED411461//
CE074810	ED411462//
CE074812	ED411463
CE074813	ED411464
CE074815	ED411465
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CE074821	ED411469
CE074836	ED411470
CE074838	ED411471
CE074843	ED411472
CE074844	ED411473
CE074845	ED411474
CE074846	ED411475
CE074848	ED411476
CE074851	ED411477

CG - Counseling and Student Services

CG027870	ED411478
CG027986	ED411479
CG027987	ED411480
CG027989	ED411481
CG027990	ED411482
CG027991	ED411483
CG027992	ED411484
CG028004	ED411485
CG028008	ED411486
CG028010	ED411487//
CG028011	ED411488
CG028013	ED411489
CG028016	ED411490
CG028017	ED411491
CG028047	ED411492
CG028055	ED411493
CG028061	ED411494
CG028062	ED411495
CG028063	ED411496
CG028072	ED411497//
CG028074	ED411498//
CG028101	ED411499
CG028102	ED411500//

CS - Reading, English, and Communication

CS012915	ED411501
CS012917	ED411502
CS012922	ED411503

TM027450	ED412226
TM027452	ED412227
TM027454	ED412228
TM027455	ED412229
TM027456	ED412230
TM027457	ED412231
TM027459	ED412232
TM027462	ED412233
TM027463	ED412234
TM027464	ED412235
TM027466	ED412236
TM027470	ED412237
TM027477	ED412238
TM027478	ED412239
TM027484	ED412240
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TM027491	ED412242
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TM027494	ED412244
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TM027497	ED412246
TM027498	ED412247
TM027509	ED412248
TM027517	ED412249
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TM027522	ED412252
TM027524	ED412253
TM027528	ED412254
TM027532	ED412255
TM027534	ED412256
TM027539	ED412257
TM027547	ED412258
TM027555	ED412259
TM027559	ED412260
TM027561	ED412261
TM027563	ED412262
TM027566	ED412263
TM027572	ED412264
TM027587	ED412265
TM027596	ED412266
TM027605	ED412267
TM027606	ED412268
TM027618	ED412269
TM027620	ED412270
TM027621	ED412271
TM027622	ED412272
TM027624	ED412273
TM027629	ED412274
TM027631	ED412275
TM027659	ED412276
TM027709	ED412277
TM027734	ED412278
TM027735	ED412279
TM027736	ED412280
TM027737	ED412281
TM027738	ED412282
TM027739	ED412283
TM027781	ED412284
TM027782	ED412285
TM027784	ED412286
TM027785	ED412287
TM027786	ED412288
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CS012923	ED411504
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CS012926	ED411507//
CS012928	ED411508//
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CS012932	ED411510
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CS215987	ED411529
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CS215992	ED411534
CS215997	ED411535//
CS215998	ED411536//
CS215999	ED411537//
CS216000	ED411538//
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CS216007	ED411541//
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CS216013	ED411544
CS216015	ED411545
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CS509594	ED411559//
CS509597	ED411560
CS509599	ED411561
CS509603	ED411562
CS509604	ED411563//
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CS509609	ED411565
CS509611	ED411566
CS509615	ED411567

TM027824	ED412290
TM027833	ED412291
TM027834	ED412292
TM027835	ED412293
TM027837	ED412294
TM027975	ED412295
TM027976	ED412296

UD - Urban Education

UD031451	ED412297
UD031827	ED412298
UD031828	ED412299
UD031924	ED412300
UD031925	ED412301
UD031926	ED412302
UD031927	ED412303
UD031928	ED412304
UD031930	ED412305
UD031931	ED412306//
UD031932	ED412307//
UD031933	ED412308//
UD031934	ED412309
UD031935	ED412310
UD031936	ED412311
UD031937	ED412312
UD031938	ED412313
UD031939	ED412314
UD031940	ED412315//
UD031941	ED412316//
UD031942	ED412317//
UD031943	ED412318//
UD031944	ED412319
UD031945	ED412320
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UD031948	ED412323
UD031949	ED412324
UD031950	ED412325
UD031951	ED412326//
UD031952	ED412327//
UD031953	ED412328//

EA - Educational Management

EA028054	ED411568
EA028164	ED411569
EA028555	ED411570
EA028600	ED411571//
EA028601	ED411572//
EA028602	ED411573//
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EA028616	ED411583
EA028618	ED411584
EA028619	ED411585
EA028622	ED411586
EA028623	ED411587
EA028624	ED411588//
EA028625	ED411589//
EA028626	ED411590
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EA028628	ED411592
EA028630	ED411593
EA028631	ED411594
EA028632	ED411595
EA028639	ED411596
EA028641	ED411597
EA028642	ED411598
EA028643	ED411599
EA028644	ED411600
EA028645	ED411601
EA028646	ED411602
EA028647	ED411603
EA028648	ED411604
EA028651	ED411605
EA028654	ED411606
EA028657	ED411607
EA028658	ED411608
EA028659	ED411609
EA028661	ED411610//
EA028666	ED411611
EA028826	ED411612

EC - Disabilities and Gifted Education

EC305698	ED411613
EC305791	ED411614
EC305805	ED411615
EC305806	ED411616
EC305807	ED411617
EC305808	ED411618
EC305809	ED411619
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EC305839	ED411647
EC305840	ED411648//
EC305841	ED411649//
EC305842	ED411650//
EC305843	ED411651//
EC305844	ED411652
EC305845	ED411653
EC305846	ED411654
EC305847	ED411655
EC305848	ED411656
EC305849	ED411657
EC305850	ED411658
EC305852	ED411659
EC305853	ED411660
EC305854	ED411661
EC305855	ED411662
EC305856	ED411663
EC305857	ED411664
EC305858	ED411665

FL - Language and Linguistics

FL023153	ED411666
FL023770	ED411667
FL024572	ED411668
FL024622	ED411669
FL024628	ED411670
FL024699	ED411671
FL024715	ED411672
FL024721	ED411673
FL024723	ED411674
FL024724	ED411675
FL024727	ED411676
FL024728	ED411677
FL024729	ED411678//
FL024730	ED411679
FL024732	ED411680
FL024733	ED411681
FL024734	ED411682
FL024735	ED411683
FL024736	ED411684
FL024737	ED411685
FL024738	ED411686

FL024740	ED411687
FL024741	ED411688
FL024783	ED411689
FL024787	ED411690
FL024788	ED411691
FL024789	ED411692
FL024791	ED411693//
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FL024795	ED411695
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FL024800	ED411698
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FL024804	ED411702
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FL024806	ED411704
FL801178	ED411705
FL801179	ED411706
FL801180	ED411707
FL801183	ED411708
FL801185	ED411709//
FL801186	ED411710//
FL801187	ED411711//
FL801188	ED411712//
FL801189	ED411713//
FL801190	ED411714//

HE - Higher Education

HE030434	ED411715
HE030435	ED411716
HE030436	ED411717
HE030437	ED411718
HE030438	ED411719
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HE030519	ED411744
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HE030522	ED411747

HE030523	ED411748
HE030524	ED411749//
HE030525	ED411750//
HE030526	ED411751//
HE030527	ED411752
HE030528	ED411753
HE030529	ED411754
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HE030531	ED411756
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HE030533	ED411758
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HE030535	ED411760
HE030536	ED411761
HE030537	ED411762
HE030538	ED411763
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HE030541	ED411766
HE030542	ED411767
HE030543	ED411768

IR - Information and Technology

IR018200	ED411769
IR018541	ED411770
IR018563	ED411771//
IR018564	ED411772
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IR018566	ED411774//
IR018570	ED411775
IR018571	ED411776
IR018572	ED411777
IR018573	ED411778
IR018575	ED411779
IR018577	ED411780
IR018658	ED411781
IR056129	ED411782
IR056263	ED411783
IR056388	ED411784
IR056453	ED411785
IR056465	ED411786
IR056468	ED411787
IR056482	ED411788
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IR056485	ED411791//
IR056486	ED411792//
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IR056619	ED411795//
IR056620	ED411796//
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IR056627	ED411802
IR056629	ED411803//
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IR056669	ED411842
IR056670	ED411843
IR056671	ED411844
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IR056676	ED411849
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IR056679	ED411852
IR056680	ED411853
IR056681	ED411854
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IR056685	ED411858
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IR056687	ED411860
IR056688	ED411861
IR056689	ED411862
IR056690	ED411863
IR056691	ED411864
IR056692	ED411865
IR056693	ED411866
IR056694	ED411867
IR056695	ED411868
IR056696	ED411869
IR056697	ED411870
IR056698	ED411871
IR056699	ED411872

IR056700	ED411873

JC - Community Colleges

JC970458	ED411874
JC970459	ED411875
JC970460	ED411876
JC970461	ED411877
JC970462	ED411878
JC970463	ED411879
JC970464	ED411880
JC970465	ED411881
JC970466	ED411882
JC970467	ED411883
JC970468	ED411884
JC970469	ED411885
JC970470	ED411886
JC970471	ED411887
JC970472	ED411888
JC970473	ED411889
JC970474	ED411890
JC970475	ED411891
JC970476	ED411892
JC970477	ED411893
JC970478	ED411894
JC970479	ED411895
JC970480	ED411896
JC970481	ED411897
JC970482	ED411898
JC970483	ED411899
JC970484	ED411900
JC970511	ED411901
JC970512	ED411902
JC970513	ED411903
JC970514	ED411904
JC970515	ED411905
JC970516	ED411906
JC970517	ED411907
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JC970529	ED411918
JC970531	ED411919
JC970532	ED411920
JC970533	ED411921
JC970534	ED411922
JC970536	ED411923
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JC970539	ED411926
JC970540	ED411927
JC970541	ED411928
JC970542	ED411929
JC970543	ED411930
JC970544	ED411931
JC970545	ED411932
JC970547	ED411933

PS - Elementary and Early Childhood Education

PS023421	ED411934
PS023967	ED411935
PS024781	ED411936
PS025364	ED411937
PS025430	ED411938
PS025502	ED411939
PS025574	ED411940
PS025603	ED411941
PS025605	ED411942
PS025630	ED411943
PS025638	ED411944
PS025642	ED411945
PS025658	ED411946
PS025702	ED411947//
PS025750	ED411948//
PS025759	ED411949//
PS025764	ED411950
PS025768	ED411951
PS025769	ED411952
PS025770	ED411953
PS025772	ED411954
PS025775	ED411955
PS025787	ED411956
PS025788	ED411957
PS025789	ED411958
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PS025791	ED411960
PS025797	ED411961
PS025798	ED411962
PS025799	ED411963
PS025800	ED411964
PS025802	ED411965
PS025804	ED411966//
PS025805	ED411967//
PS025806	ED411968//
PS025807	ED411969//
PS025810	ED411970//
PS025811	ED411971//
PS025812	ED411972//
PS025813	ED411973
PS025815	ED411974
PS025816	ED411975
PS025817	ED411976
PS025819	ED411977
PS025827	ED411978//
PS025830	ED411979
PS025831	ED411980
PS025832	ED411981
PS025833	ED411982
PS025834	ED411983//
PS025835	ED411984
PS025836	ED411985
PS025837	ED411986
PS025839	ED411987//
PS025842	ED411988
PS025843	ED411989
PS025844	ED411990
PS025845	ED411991
PS025846	ED411992//
PS025848	ED411993
PS025849	ED411994

PS025850	ED411995
PS025851	ED411996
PS025852	ED411997
PS025853	ED411998
PS025859	ED411999
PS025860	ED412000
PS025861	ED412001
PS025862	ED412002
PS025863	ED412003
PS025864	ED412004
PS025865	ED412005
PS025866	ED412006
PS025867	ED412007
PS025868	ED412008
PS025869	ED412009
PS025870	ED412010
PS025871	ED412011
PS025872	ED412012//
PS025876	ED412013//
PS025882	ED412014
PS025883	ED412015
PS025889	ED412016
PS025890	ED412017
PS025892	ED412018//
PS025894	ED412019
PS025895	ED412020//
PS025897	ED412021
PS025899	ED412022
PS025900	ED412023
PS025902	ED412024
PS025903	ED412025
PS025907	ED412026
PS025915	ED412027
PS025920	ED412028
PS025921	ED412029
PS025922	ED412030
PS025945	ED412031

RC - Rural Education and Small Schools

RC021134	ED412032
RC021146	ED412033//
RC021147	ED412034
RC021151	ED412035
RC021153	ED412036
RC021156	ED412037
RC021159	ED412038
RC021160	ED412039
RC021161	ED412040
RC021162	ED412041
RC021163	ED412042
RC021164	ED412043
RC021165	ED412044
RC021166	ED412045
RC021167	ED412046
RC021168	ED412047
RC021169	ED412048
RC021170	ED412049
RC021171	ED412050
RC021172	ED412051
RC021173	ED412052
RC021174	ED412053
RC021175	ED412054
RC021176	ED412055

RC021177	ED412056//
RC021178	ED412057//
RC021193	ED412058//
RC021194	ED412059//
RC021195	ED412060//
RC021196	ED412061//
RC021197	ED412062//
RC021198	ED412063
RC021205	ED412064
RC021206	ED412065

SE - Science, Mathematics, and Environmental Education

SE060076	ED412066
SE060105	ED412067
SE060400	ED412068
SE060492	ED412069
SE060514	ED412070
SE060530	ED412071
SE060537	ED412072
SE060539	ED412073
SE060545	ED412074//
SE060557	ED412075
SE060573	ED412076
SE060576	ED412077
SE060589	ED412078//
SE060590	ED412079
SE060591	ED412080
SE060592	ED412081
SE060593	ED412082
SE060595	ED412083
SE060596	ED412084
SE060597	ED412085
SE060598	ED412086
SE060599	ED412087
SE060601	ED412088
SE060602	ED412089
SE060603	ED412090
SE060606	ED412091
SE060607	ED412092
SE060608	ED412093
SE060610	ED412094
SE060611	ED412095
SE060612	ED412096
SE060613	ED412097
SE060615	ED412098
SE060616	ED412099
SE060618	ED412100
SE060620	ED412101
SE060630	ED412102//
SE060631	ED412103
SE060633	ED412104
SE060644	ED412105
SE060649	ED412106
SE060651	ED412107//
SE060654	ED412108//
SE060655	ED412109//
SE060656	ED412110//
SE060658	ED412111//
SE060659	ED412112//
SE060661	ED412113//
SE060666	ED412114//
SE060670	ED412115
SE060671	ED412116

SE060672	ED412117
SE060673	ED412118
SE060676	ED412119
SE060678	ED412120//
SE060682	ED412121
SE060683	ED412122
SE060684	ED412123
SE060688	ED412124
SE060690	ED412125
SE060692	ED412126
SE060693	ED412127
SE060694	ED412128
SE060707	ED412129
SE060709	ED412130
SE060711	ED412131//
SE060713	ED412132//
SE060714	ED412133//
SE060715	ED412134//
SE060716	ED412135//
SE060720	ED412136
SE060785	ED412137
SE061085	ED412138

SO - Social Studies/Social Science Education

SO026211	ED412139
SO026819	ED412140
SO026820	ED412141
SO026891	ED412142
SO027181	ED412143
SO027290	ED412144
SO027353	ED412145
SO027357	ED412146
SO027639	ED412147
SO027647	ED412148
SO027652	ED412149//
SO027656	ED412150
SO027657	ED412151
SO027658	ED412152
SO027659	ED412153
SO027693	ED412154
SO027756	ED412155
SO027757	ED412156
SO027758	ED412157
SO027759	ED412158
SO027761	ED412159
SO027781	ED412160
SO027782	ED412161
SO027796	ED412162
SO027798	ED412163
SO027800	ED412164
SO027804	ED412165
SO027815	ED412166
SO027875	ED412167
SO028520	ED412168
SO028521	ED412169